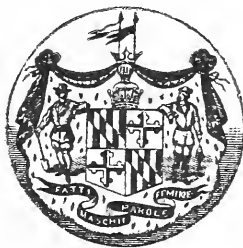


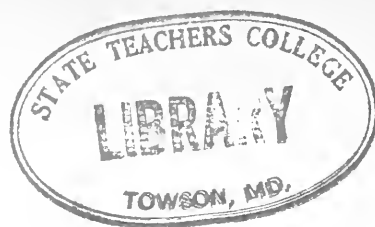
STATE OF MARYLAND TEACHERS' YEAR BOOK

FOR THE INFORMATION AND GUIDANCE
OF OFFICIALS AND TEACHERS OF
THE PUBLIC SCHOOLS OF THE
STATE OF MARYLAND.



SCHOLASTIC YEAR 1914-1915

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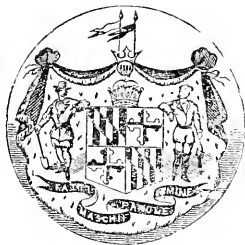
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TEACHERS' YEAR BOOK

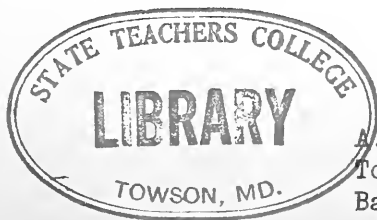
For the Information, Use and Guidance of the
Officials and Teachers of the Public Schools
of the State of Maryland

SCHOLASTIC YEAR 1914--1915

Prepared and Published by
M. BATES STEPHENS, State Superintendent of Public Education
B. K. PURDUM, Assistant



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FOREWORD.

Because of an increasing tendency to crowd many educational affairs into the first months of the school year the present edition of the Teachers' Year Book is somewhat late in making its bow and taking its proper place among the reference papers of the teacher. It is so easy to enlarge such a booklet from year to year as to make it bulky and the task of reading it becomes more onerous. We also found out that the publication for last year so exceeded its usual size that the printer's bill practically bankrupted all available funds for printing. So there are good reasons for modifying the subject matter in the present volume, but there is no apprehension on our part that this publication will not furnish all the necessary data for its intended use.

Your attention is invited to the new laws passed a year ago touching your work and compensation therefor. The recognition thus given in the way of increased salaries for high grade efficiency should be stimulating in a marked degree. In some respects our teachers are not responding to these substantial recognitions as our administrative forces would like to see. The most universal organization of our teaching force is the Maryland State Teachers' Association and through this agency many of the school laws have had their origin. It has been the "goose which laid the golden egg"; yet there are striking evidences that you will allow this Association to dwindle in numbers and lag in interest until it shall become a thing without influence. The receipts from membership fees at the Ocean City meeting held last June were not sufficient to pay the expenses of the meeting. Such an exhibit is a direct challenge to any statement made laying claims to healthful professional growth and achievement. Attend the meetings of the Association! If necessary to sacrifice in order to go, we believe you should make any reasonable sacrifice and go. If prevented from going by some valid reason you should pay your membership fee.

We will likely dedicate the new education building, now in course of construction at Ocean City, at our next meeting. The General Assembly appropriated \$25,000 of the State's money to erect this building, and back of the action was a desire to compliment the teachers of Maryland by providing an adequate structure in which to hold educational meetings. Can you show your appreciation of this compliment by staying away from these annual gatherings?

This is the year when the work of the school survey will begin. You can do much to help along the work by making your school plant and school instruction reflect, as nearly as you can control it, *your ideals*. Do all you can between now and then to have school conditions in your community measure up to your standards. If this be done those in charge will be in the best possible position to give advice where the general school situation fails to meet the standards used by the examining committee.

With best wishes for continued success and achievement this volume is

Respectfully submitted,

M. BATES STEPHENS,

State Superintendent.

B. K. PURDUM,

Assistant Superintendent.

Annapolis, Md.,

November 17, 1914.

STATE OF MARYLAND

DEPARTMENT OF EDUCATION

ANNAPOLIS

State Board of Education

Gov. P. L. GOLDSBOROUGH, <i>President.</i> M. BATES STEPHENS, <i>Secretary.</i> HENRY SHRIVER, <i>Cumberland.</i> T. H. LEWIS, <i>Westminster.</i>	H. C. LONGNECKER, <i>Towson.</i> T. H. BOCK, <i>Princess Anne.</i> W. T. WARBURTON, <i>Elkton.</i> JOHN O. SPENCER, <i>Baltimore.</i>
---	--

State Superintendent of Public Education

M. BATES STEPHENS, *Annapolis, Md.*
 B. K. PURDUM, Assistant, *Annapolis, Md.*

Principal Maryland State Normal School.

SARAH E. RICHMOND, *Baltimore, Md.*

Principal State Normal School No. 2

EDWARD F. WEBB, *Frostburg, Md.*

Principal Maryland Normal and Industrial School (Colored Students)

D. S. S. GOODLOE, *Bowie, Md.*

County School Superintendents

JOHN E. EDWARDS.....	Cumberland.....	Allegany County.
GEORGE M. PERDEW, <i>Ass't.</i>	Cumberland.....	Allegany County.
SAMUEL GARNER.....	Annapolis.....	Anne Arundel County.
ALBERT S. COOK.....	Towson.....	Baltimore County.
JOHN T. HERSHNER, <i>Ass't.</i>	Towson.....	Baltimore County.
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EDWARD M. NOBLE.....	Denton.....	Caroline County.
GEORGE F. MORELOCK.....	Westminster.....	Carroll County.
JOSEPH M. MCVEY.....	Elkton.....	Cecil County.
THOMAS M. CARPENTER.....	La Plata.....	Charles County.
A. R. SPAID.....	Cambridge.....	Dorchester County.
JOS. B. MERIDITH, <i>Ass't.</i>	Cambridge.....	Dorchester County.
G. LLOYD PALMER.....	Frederick.....	Frederick County.
FRANKLIN E. RATHBUN.....	Oakland.....	Garrett County.
CHARLES T. WRIGHT.....	Bel Air.....	Harford County.
WOODLAND C. PHILLIPS.....	Ellicott City.....	Howard County.
JEFFERSON L. SMYTH.....	Chestertown.....	Kent County.
W. B. BURDETTE.....	Rockville.....	Montgomery County.
E. S. BURROUGHS.....	Upper Marlboro...	Prince George's County.
BYRON J. GRIMES.....	Centreville.....	Queen Anne's County.
GEORGE W. JOY.....	Leonardtown.....	St. Mary's County.
WM. H. DASHIELL.....	Princess Anne...	Somerset County.
NICHOLAS OREM.....	Easton.....	Talbot County.
W. MERRICK HUYETT.....	Hagerstown.....	Washington County.
WM. J. HOLLOWAY.....	Salisbury.....	Wicomico County.
EDGAR W. McMASTER.....	Pocomoke City...	Worcester County.

Baltimore City

Office, Madison and Lafayette Avenues.

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CHARLES A. A. J. MILLER, Assistant.	ROLAND WATTS, Assistant.
ANDREW J. PIETSCH, Assistant.	ROBERT W. ELLIOTT, Assistant.

**List of Dates, Places of Meeting and Names of Normal School Instructors
for the County Institutes of Maryland for School Year 1914-1915**

Prepared by the State Superintendent of Public Education

Name of County	Date	Normal School Instructors Assigned	Meeting Place
ALLEGANY	Sept. 7-11	Edw. F. Webb	Cumberland
ANNE ARUNDEL	Will send at least one-fourth of teachers to Summer School		
BALTIMORE	Aug. 31-Sept. 11	No assignment	Baltimore
CALVERT	Oct. 5-9	Sarah E. Richmond Elsie Hichew	Prince Frederick
*CAROLINE	Aug. 31-Sept. 11	Ernest E. Race	Denton
CARROLL	Sept. 7-11	W. H. Wilcox	Westminster
CECIL	Aug. 31-Sept. 4	Mary H. Scarborough	Elkton
†CHARLES	Sept. 7-11.	Anita Dowell	Agricultural College
DORCHESTER	Will send at least one-fourth of teachers to Summer School		
FREDERICK	Aug. 31-Sept. 4	H. H. Murphy	Frederick
GARRETT	Will send at least one-fourth of teachers to Summer School		
HARFORD	Aug. 31-Sept. 4	Minnie L. Davis	Bel Air
HOWARD	Will send at least one-fourth of teachers to Summer School		
KENT	Aug. 31-Sept. 4	W. H. Wilcox	Chestertown
MONTGOMERY	Jan. 4-8	Ella V. Ricker H. H. Murphy	Rockville
†PR. GEORGE'S	Sept. 7-11	Elsie Hichew	Agricultural College
QUEEN ANNE'S	Will send at least one-fourth of teachers to Summer School		
†ST. MARY'S	Sept. 7-11	Assignment later	Agricultural College
‡SOMERSET	Aug. 26-Sept. 3	No assignment	Ocean City
*TALBOT	Aug. 31-Sept. 11	Florence A. Snyder	Denton
WASHINGTON	Jan. 4-8	Ernest E. Race	Hagerstown
†WICOMICO	Aug. 26-Sept. 3	No assignment	Ocean City
‡WORCESTER	Aug. 26-Sept. 3	No assignment	Ocean City

*Joint institute at Denton.

†Joint institute at College Park.

‡Joint institute at Ocean City.

INSTITUTE INSTRUCTORS.

RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Hood College, Frederick, Md.—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Frostburg, Md.—School Management.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature Subjects.

Nan L. Mildren, Primary (Philadelphia) Schools—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture in Our Public Schools.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. George M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street, N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

E. Clarke Fontaine, A. M., Pocomoke City, Md.—Pedagogy and School Management.

Marion J. Woodford, 16 W. 24th St., Baltimore, Md.—Public School Music.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—“Thinking and Learning to Think.”

David Eugene Smith, Ph. D., Teachers’ College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and Their Methods.

Lida Lee Tall, Intermediate Supervisor Baltimore County, Towson, Md.—Supervision.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

Anne Rothwell Stewart, 114 W. Twenty-third street, Baltimore—Expression and Physical Education.

Ada Van Stone Harris, 37 E. Twenty-eighth street, N. Y.—English.

L. A. Robinson, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

Dr. O. H. Corson, Columbus, Ohio.

Wm. A. McKeever, Professor Philosophy, Kansas Agricultural College, Lecturer—Moral Education.

Grace H. Hare, 2004 Mt. Royal Terrace, Baltimore—Methods in History, Literature and Reading.

H. D. Hemenway, Northampton, Mass.—Playgrounds and School Gardens.

Edith Kunz, New Brighton, N. Y.—Child Study.

Stanley L. Krebs, care of John Wanamaker, Philadelphia, Pa.—General Pedagogy.

Meriam S. Peters, Supervising Principal, Calhoun School, Philadelphia, Pa.—Reading and Elementary English.

Dr. Barton W. Evermann, Bureau of Fisheries, Washington, D. C.—Science.

Dr. W. M. Davidson, Superintendent of Schools, Pittsburgh, Pa.

Thomas G. Parris, Woodlawn and Sprague, Germantown, Pa.—School-room Pedagogy.

Dr. Frank A. Manny, Principal, Teachers’ Training School, Baltimore—School Curricula, etc.

Dr. Edward F. Buchner, Chair of Education, Johns Hopkins University, Baltimore.

Dr. Samuel M. North, Baltimore Polytechnic—English.

R. B. Teitrick, Department State Superintendent, Harrisburg, Pa.

Letitia E. Weer, Supervisor Household Economics, Baltimore county, Maryland; 310 E. Twenty-second street, Baltimore City.

(Mrs.) Charlotte Newell, 1225 Madison avenue, Baltimore, Maryland—English.

Dr. Bruce R. Payne, President George Peabody College for Teachers, Nashville, Tenn.

Effa Funk Muhse, Ph. D., 2518 Seventeenth street, N. W., Washington, D. C.—Health and Sanitation.

S. R. Shear, Poughkeepsie, N. Y.—Supervision and School Management.

J. Montgomery Gambrell, Teachers' College, Columbia University, N. Y.—History.

Henry T. Colestock, Ph. D., Professor of History, Bucknell University, Lewisburg, Pa.—History and Pedagogy.

Reuben Post Halleck, 1154 S. Third street, Louisville, Ky.—Modern Ed. Psychology, The Teaching of English.

Elsie Butler Diven, 2122 Green street, Harrisburg, Pa.—Primary Instruction.

Cornelius J. Walter, A. M., 5126 Chester avenue, Philadelphia—School Management.

Sarah C. Brooks, Baltimore, Md.—General Pedagogy.

Samuel L. Chew, District Superintendent, Philadelphia Schools, 3404 N. 17th St., Philadelphia, Pa.—School Superintendence and Pedagogy.

Dr. Oscar Gerson, West Philadelphia High School for Boys, 48th and Walnut Sts., West Philadelphia, Pa.—Teacher Training—English Literature—Philology.

Prof. Smith Burnham, State Normal School, West Chester, Pa.—History.

Wm. Hughes Mearns, 111 E. Mt. Airy Ave., Philadelphia, Pa.—English—Modern High School Methods.

Miss Margaret T. Maguire, Washington School, 5th and Washington Ave., Philadelphia, Pa.—Backward Children—Foreign Pupils.

Dr. B. W. Mitchell, Central High School, Broad and Green Sts., Philadelphia, Pa.—Latin—Latin and Greek Literature.

Elizabeth Semans Ford, 14 W. Main St., Haddonfield, N. J.—School Music.

SOME RECENT LEGISLATION OF SPECIAL INTEREST TO TEACHERS AND SCHOOL OFFICIALS.

In connection with the following Acts of the General Assembly of 1914 we wish to call attention to the fact that acting under authority given the State Board of Education by Chapter 82, the Board has prescribed a course in pedagogy for use in high schools where these departments may be established. This is included in a new edition of the State Course of Study just published.

In connection with Chapter 84, which provides for 'summer school attendance in lieu of the usual teachers' institute, the State Board has decided that while the county superintendent has authority to designate which teachers shall attend summer school, the selection of the particular school is left to the individual teacher, provided the school selected is approved by the State Superintendent as being of good standing.

The attention of school officials is especially directed to Chapter 85, which makes it unlawful after June 1, 1915, to employ any person as a teacher who has not had special pedagogic training of at least five weeks in an approved summer school or its equivalent. Ideal preparation for the elementary teacher should, we feel, consist of graduation from a four-year approved high school followed by a two years' professional course in a standard normal school. It may be some time before this ideal can be reached by all of our beginning teachers, but plans should be begun now to be in position to comply fully with this Act when it becomes effective June 1, next.

Chapter 165 provides for what is commonly known as "medical inspection in schools" and its enforcement insofar as it applies to school pupils directly is left to the option of the county school boards, but Section 9, which requires all teachers and janitors to furnish annually a certificate from a registered physician to the effect that they are not suffering from any communicable disease, is mandatory and county superintendents are expected to see to it that the necessary certificate is furnished by all teachers.

Chapter 844 provides for a commission to make a study of educational conditions throughout the State. The Governor has appointed three very able men to direct this work, and it is our desire that all teachers and school officials co-operate in every possible way, that the information collected may be complete and accurate, and that a full measure of benefit may come to the school system as a result of the study.

TRAINING COURSES IN HIGH SCHOOLS.

CHAPTER 82—1914.

Section 1. Be it enacted by the General Assembly of Maryland, That one new section be and the same is hereby added to Article 77 of Bagby's Annotated Code of Public Civil Laws of Maryland, same to follow Section 126, to be known as 126-A, and to read as follows:

126-A. To encourage the idea that no person should enter upon the duties of teaching without special training for the work, the Board of County School Commissioners of any County may inaugurate in one approved high school of the first group, a two years' teachers' training course for students having completed successfully the tenth year grade, and who wish to prepare themselves for teaching. The State Board of Education shall prescribe the course in pedagogy and all necessary regulations to make the work of the course effective, and have such diplomas accepted as certificates to teach in elementary schools.

Sec. 2. Be it further enacted, That this Act shall take effect from the date of its passage.

Approved March 17, 1914.

SUMMER SCHOOLS IN LIEU OF INSTITUTES.

CHAPTER 84—1914.

Section 1. Be it enacted by the General Assembly of Maryland, That Section 92 of Article 77, of Bagby's Annotated Code of Public Civil Laws of Maryland, entitled "Public Education," sub-title "Teachers' Institutes," be and the same is hereby repealed and re-enacted with amendments to read as follows:

92. A teachers' institute, to continue not less than five days, shall be held in each County once a year, and in the absence of the State Superintendent the County Superintendent shall preside. Two or more Counties may combine and hold a joint institute. The Board of County School Commissioners of any County may in lieu of holding a teachers' institute require at least one-fourth of the number of the teachers of that County to attend a summer school, which has been approved by the State Superintendent of Public Education, during the summer preceding the school sessions for which no institute is held, provided the said Board of County School Commissioners reimburse those teachers who attend summer school for their expenses to the extent of at least twenty-five dollars, and the County Superintendent shall have authority to designate the teachers who are required to attend summer school under the provisions of this section.

Sec. 2. Be it enacted, That this Act shall take effect from the date of its passage.

Approved March 17, 1914.

MINIMUM TRAINING FOR TEACHERS.

CHAPTER 85—1914.

Section 1. Be it enacted by the General Assembly of Maryland, That Section 53 of Article 77 of Bagby's Annotated Code of Public Civil Laws of Maryland, entitled "Public Education," sub-title "Teachers," be and the same is hereby repealed and re-enacted with amendments to read as follows:

53. No person shall be employed as a teacher under this Article unless such person shall hold a certificate of qualification (a) issued by the superintendent of the county in which he or she proposes to teach; (b) a diploma of a State Normal School of Maryland, or of the normal department of Washington College; (c) a diploma of a standard normal school of another State, which has been endorsed by the State Superintendent of Public Education; (d) a diploma of a reputable college or university maintaining a department of pedagogy or education, which has been approved by the State Superintendent of Public Education of Maryland; (e) in the case of high school teachers, the diploma of a standard college, the work of which included instruction in pedagogy satisfactory to the State Superintendent of Public Education; or (f) a certificate from the State Board of Education as herein provided, and after June 1, 1915, no person who has not been previously regularly employed as a teacher shall be appointed a teacher without having had special pedagogic training of at least five weeks in an approved summer school, or its equivalent.

Sec. 2. Be it enacted, That this Act shall take effect from the date of its passage.

Approved March 17, 1914.

MEDICAL INSPECTION OF SCHOOL CHILDREN.

CHAPTER 165—1914.

AN ACT to provide for the medical examination of school children and the promotion of their health.

Section 1. Be it enacted by the General Assembly of Maryland, That the Board of County School Commissioners of any county in the State, may, in its discretion, appoint one or more school physicians and assign one to any public school within the limits of such county, and shall provide such school physicians, when so appointed, with proper facilities for the performance of their duties, as hereinafter provided.

Sec. 2. And be it enacted, That school physicians appointed as outlined in Section 1 shall be physicians legally qualified to practice medicine in this State who have had at least two years' experience in the practice of their profession.

Sec. 3. And be it enacted, That every school physician so appointed shall make a prompt examination of all children referred to him, as hereinafter provided, and such further examination of teachers, janitors and school buildings, as in his opinion the protection of the health of the pupils may require. He shall return promptly to the authorities appointing him, on blanks furnished as hereinafter provided, the results of his examinations.

Sec. 4. And be it enacted, That the superintendent, principal or teacher of any school to which a school physician has been assigned, as hereinafter provided, shall refer to such physician every child returning to school without a permit from the health officer or Board of Health, after absence on account of illness or from unknown cause, and every child attending such school, who appears to be in ill health, or is suspected to be sick with any contagious or infectious disease, unless such child is immediately excluded from school, under the provisions of the general statutes or the sanitary regulations in force in said town or district; provided, that in the case of schools in remote and isolated locations the school authorities may make such other arrangements as may be advisable to carry out the purposes of this Act.

Sec. 5. And be it enacted, That the Board of County School Commissioners of any county, which has appointed one or more school physicians, in accordance with the provisions of this Act, shall cause every child attending the public schools therein to be separately and carefully tested and examined at least once in every two years to ascertain whether such child is suffering with defective sight or hearing, or from any other physical disability tending to prevent such child from receiving the full benefit of school work, or requiring a modification of such school work, in order to prevent injury to the child, or to secure the best educational results; and the school authorities may establish special classes for these defective children, and may employ additional teachers for this purpose.

Sec. 6. And be it enacted, That notice of the disease and defects, if any, from which any child is found by such school physician to be suffering, shall be given to the parent or guardian of such child with such advice relating thereto as said physician may deem advisable, and whenever any child shows symptoms of any contagious or infectious disease, notice shall also be given to the health officer or Board of Health, and such child may be excluded from attendance at such school, in accordance with the provisions of the general statutes or the sanitary regulations in force in the town or district. Visiting nurses may also be employed to visit the parents to assist in securing the medical attention required.

Sec. 7. And be it enacted, That the school physicians shall be paid for the services rendered, such amount as the school authorities shall deem proper and sufficient under the particular circumstances, and shall pay the same from the general funds in their hands, such compensation not to exceed \$2.00 per hour actually given to examination in the schools.

Sec. 8. And be it enacted, That the State Superintendent of Public Education shall prescribe, after consultation with the State Board of Health, the directions for tests of sight and hearing, and shall prescribe for the school authorities of the State suitable rules of instruction, test cards, blanks, record books, and other useful appliances for carrying out the purposes of this Act.

Sec. 9. And be it enacted, That no person suffering from any communicable disease shall be employed as teacher or janitor in any public school in this State. At the opening of each annual term teachers must furnish a health certificate from a registered physician, addressed to the Superintendent of Schools, certifying that they are not suffering from tuberculosis or other communicable disease.

Sec. 10. And be it enacted, That the State Board of Education shall provide for pupils in the normal schools suitable instruction and practice for testing the sight and hearing of school children.

Sec. 11. And be it enacted, That the expenses incurred under the provisions of this Act, shall be paid in the same manner as the ordinary expenses for the support of schools in the several counties of the State.

Sec. 12. And be it enacted, That all Acts or parts of Acts in conflict with the provisions of this Act are hereby repealed in so far as they are in conflict herewith.

Sec. 13. And be it enacted, That this Act shall take effect July 1st, 1914.

Approved April 14, 1914.

SCHOOL SURVEY.

CHAPTER 844—1914.

AN ACT to create a Commission to conduct a survey of the public schools, normal schools and the State-aided elementary and secondary schools and the higher educational institutions of the State of Maryland; to endow said Commission with all the necessary powers to carry out the purposes of this Act; to appropriate a sum of money for the expenses of said Commission.

Section 1. Be it enacted by the General Assembly of the State of Maryland, That the Governor of the State of Maryland be and he is hereby authorized and empowered and directed to appoint a Commission of three members to make a survey of the public schools, normal schools, the elementary and secondary schools, the academies and colleges, agricultural and professional and other higher institutions of learning, receiving aid from the State of Maryland, to study the administration of the said institutions, to consider the appropriations made therefor, to investigate the use of the funds so appropriated, to study the educational system of the State of Maryland, and said commission is hereby directed to report its findings, with recommendations to the Gov-

error; which report shall be transmitted by the Governor to the General Assembly at its session of 1916.

Sec. 2. And be it further enacted, That no member of such commission shall be compensated for his services, but each member shall be paid his necessary traveling expenses incurred in attending meetings or in performing other duties incidental to the work of the commission.

Sec. 3. And be it further enacted, That the commission shall have the power to arrange the organization and equipment of the survey in such manner as may seem to it best, employ and fix the compensation of investigators and other employees required for the efficient conduct of the work, and call to its assistance any expert help that may be available either from public or private foundations. It shall have power to purchase books, maps and other helps required, prepare and print blanks for information or guidance of its work, and in general make any provisions for the work that may be necessary.

Sec. 4. And be it further enacted, That the commission shall have the use of the office and officers of the State Board of Education so far as this may be necessary; shall have free access to all public records necessary to the carrying out of the duties herein prescribed; and all school commissioners, superintendents, teachers and other officers connected with the school system or with any elementary, secondary, or normal school, or any other educational institution receiving State aid, shall give such assistance to the commission as may be required of it.

Sec. 5. And be it further enacted, That the sum of five thousand dollars (\$5,000) is hereby appropriated out of any moneys in the State Treasury not otherwise appropriated to be paid by the Treasurer of Maryland on the warrant of the Comptroller to such person as the commission may designate as its treasurer in quarterly installments, beginning with the first day of October, 1914.

Sec. 6. And be it further enacted, That this Act shall take effect from the date of its passage.

Approved April 16, 1914.

LAWS AFFECTING MINIMUM SALARIES OF TEACHERS.

CHAPTER 138—ACTS 1912.

59. The salaries of the teachers of each county shall be fixed by the Board of County School Commissioners subject to the provisions of any Public Local Law or Public General Law now in force or hereafter to be passed, provided, that no white teacher regularly employed in a public school of the State of Maryland, having an average attendance of ten or more pupils, shall receive a salary less than three hundred dollars per school year; provided, Garrett county shall be exempted from the provisions of this Act.

CHAPTER 420—ACTS 1910.

60. All white teachers regularly employed, holding a first-class teacher's certificate and having taught for a period of three years in any of the public schools of the State of Maryland, shall receive as salary not less than three hundred and fifty dollars (\$350) per annum; and provided further, that if such teacher hold a first-class teacher's certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive an annual salary of not less than four hundred dollars (\$400); and provided further, that if a teacher holds a first-class teacher's certificate and has taught in the public schools of Maryland for a period of eight years, he or she shall receive as an annual salary not less than four hundred and fifty dollars (\$450); and provided further, that if a teacher holds a second-class teacher's certificate and has taught in the public schools of the State of Maryland for a period of eight years, he or she shall receive as an annual salary not less than three hundred and fifty dollars (\$350). The County Commissioners of each county shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

CHAPTER 759—1914.

60-A. Any white teacher regularly employed as a teacher in the public schools of Maryland, holding a diploma of a standard normal school or a diploma of the department of pedagogy or education of a standard college or university which has the approval of the State Superintendent of Education, or who shall have gained sufficient credits from summer

school or special training courses as may satisfy the State Department of Education that said credits are equivalent to graduation from a normal school, and that the instruction of such teacher is equal in value and efficiency to that of a graduate of a normal school and so certified by the State Department of Education to the Board of County School Commissioners of the county where such person is employed as teacher shall receive as a salary not less than four hundred dollars (\$400) per annum; and after having taught for a period of three years in any of the public schools of the State of Maryland shall receive as salary not less than four hundred and fifty dollars (\$450) per annum; if such teacher has taught as above for a period of five years, he or she shall receive as salary not less than five hundred dollars (\$500) per annum; if such teacher has taught as above for a period of eight years, he or she shall receive as salary not less than five hundred and fifty dollars (\$550) per annum, provided this section shall apply only to teachers whose diplomas or certificates are rated as first class by the county superintendent of the county in which the teacher is employed. The County Commissioners of each county shall levy sufficient funds to meet the increase of salaries provided for in this section.

HIGH SCHOOL TEACHERS' SALARIES.

CHAPTER 651—1914.

126. For the encouragement of secondary education in Maryland, the State shall extend aid to such groups of high schools as shall be herein designated and described, and in such amounts and in such manner as shall hereinafter be set forth. All high schools of the counties of the State of Maryland receiving State aid shall be arranged by the State Board of Education into two groups, to be designated first group and second group, according to the number of pupils enrolled, teachers employed, and years of instruction given. High schools of the first group shall fulfill the following minimum requirements: (a) an enrollment of not less than eighty pupils; (b) employ not less than four teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) four years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,200 for a person of less than three years' experience as principal of an approved high school, not less than \$1,300 for a person of three years' experience as principal of an approved high school, not less than \$1,400 for a person of five years' experience as principal of an approved high school, and not less than \$1,500 for a person of eight years' experience as principal of an approved high school; and the annual salary of each assistant teacher regularly employed to be not less than \$500 for a person of less than three years'

experience as teacher in an approved high school, not less than \$600 for a person of three years' experience as teacher in an approved high school, not less than \$700 for a person of five years' experience as a teacher in an approved high school, and not less than \$800 for a person of eight years' experience as teacher in an approved high school; experience prior to the year 1910 not to be considered in determining salary of principal and assistant teachers; (e) provision to be made for manual training and domestic science courses, and also a commercial or an agricultural course, as may be determined by the Board of County School Commissioners; (f) no person to be employed as principal or assistant teacher whose qualifications have not been passed upon by the State Board of Education. High schools of the second group shall fulfill the following minimum requirements: (a) an enrollment of not less than thirty-five pupils; (b) employ not less than two teachers for the regular high school work, exclusive of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,000 for a person of less than three years' experience as principal of an approved high school, not less than \$1,100 for a person of three years' experience as principal of an approved high school, not less than \$1,200 for a person of five years' experience as principal of an approved high school, and not less than \$1,300 for a person of eight years' experience as principal of an approved high school; and the annual salary of each assistant teacher regularly employed to be not less than \$500 for a person of less than three years' experience as teacher in an approved high school, not less than \$600 for a person of three years' experience as teacher in an approved high school, not less than \$700 for a person of five years' experience as a teacher in an approved high school, and not less than \$800 for a person of eight years' experience as teacher in an approved high school; experience prior to the year 1910 not to be considered in determining salary of principal and assistant teachers; (e) provision to be made for a manual training or an agricultural or a commercial course, as may be determined by the Board of County School Commissioners; (f) no person to be employed as principal or assistant teacher whose qualifications have not been passed upon by the State Board of Education. The course of instruction in schools of the second group may be extended to four years by the Board of County School Commissioners by the employment of such additional teacher or teachers as may be required by the State Board of Education; provided, that the salary of such additional teacher or teachers shall be paid wholly by the said Board of County School Commissioners; and in the schools of the second group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group. No promotions of high school pupils from one grade to another, or graduating, shall be made without the approval of the principal and the County Superintendent.

TEACHERS' LIFE CERTIFICATES.

At a meeting of the State Board of Education, held March 17, 1909, the following by-laws governing the granting of life certificates was adopted:

"Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be accepted as first-class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days; which examination shall embrace the subjects of the Normal Course of the Normal School curriculum.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of Life Certificates—first and second grade. Teachers who hold first-class, second grade certificates, and who meet all the requirements of the law, may apply for a second grade Life Certificate.

MARYLAND STATE TEACHERS' ASSOCIATION.

Abstract of the Proceedings by
Hugh W. Caldwell, Secretary.

FORTY-SEVENTH ANNUAL MEETING.

The Forty-seventh Annual Meeting of the Maryland State Teachers' Association was held at Ocean City, Maryland, June 29-July 2, 1914.

OFFICERS AND EXECUTIVE COMMITTEE.

The officers were: Woodland C. Phillips, Superintendent of Schools of Howard County, President; James B. Noble, of Cambridge, Vice-President; Dr. R. Berryman, of Baltimore, Treasurer, and Hugh W. Caldwell, of Chesapeake City, Secretary. The Executive Committee, in addition to the officers, included Charles H. Remsburg, of Frederick; Edith M. Hill, of Hagerstown, and Superintendent William J. Holloway, of Salisbury.

PROGRAM.

The program included addresses by the following: E. Clark Fontaine, of Pocomoke City; Superintendent F. E. Rathbun, of Garrett County; Dr. M. Bates Stephens, of Annapolis; Superintendent Woodland C. Phillips, of Howard County; Assistant Superintendent Charles J. Koch, of Baltimore City; Dr. F. H. Green, of West Chester State Normal School, and Dr. A. B. Chandler, of Fredericksburg, Va. Reports were made by Miss Mollie W. Tarr, Miss Edith L. Ford and by Dr. M. Bates Stephens. The list of those addressing the Departments is given in the printed proceedings which is mailed to each member of the Association.

COMMITTEES FOR 1914-1915.

The President, in accordance with the provisions of the Constitution, appointed the following committees:

LEGISLATIVE COMMITTEE.

State Supt. M. Bates Stephens.....	Annapolis.
Supt. A. S. Cook.....	Towson.
Supt. E. W. McMaster.....	Pocomoke City.
Hon. Wm. T. Warburton.....	Elkton.
Supt. F. E. Rathbun.....	Oakland.

COMMITTEE ON RESOLUTIONS.

Mr. John E. Edwards.....	Cumberland.
Mr. N. Price Turner.....	Salisbury.
Miss Bertha R. Brown.....	Ellicott City.

EDUCATIONAL PROGRESS.

Asst. Supt. B. K. Purdum.....	Annapolis.
Mr. J. Herbert Owens.....	Havre de Grace.
Miss Lera White.....	Rising Sun.

AUDITING COMMITTEE.

Asst. Supt. John T. Hershner.....	Towson.
Supt. B. J. Grimes.....	Centreville.
Supt. Wm. H. Dashiell.....	Princess Anne.

READING CIRCLE.

Dr. M. Bates Stephens.....	Annapolis.
Miss Sarah E. Richmond.....	Baltimore.
Mr. B. K. Purdum.....	Annapolis.

The Committee on Resolutions reported as follows:

WHEREAS, Since the last meeting of this Association, it has pleased God in His wise Providence to remove from our midst our friend and co-worker, Professor Charles F. Raddatz, Professor of German in the Baltimore City College, and Second Vice-President of this Association; therefore, be it

Resolved, That in his death the Association has sustained a loss of one of its most faithful and valuable members, and that, while we deeply feel and greatly deplore his loss, we bow in humble submission to the will of the great Father of us all.

WHEREAS, It is the sense of this Association that incalculable good for our public schools can be gained by a strong and active organization of the teachers and friends of public education; therefore, be it

Resolved, That the School Commissioners of the counties of the State, where such action has not already been taken, be requested to consider favorably the proposition of appropriating a sufficient sum to assist in defraying the expenses of their teachers desiring to attend the annual meetings of this Association.

WHEREAS, Professional Reading is one of the most important elements in the self-improvement of the teacher; and

WHEREAS, Such improvement is invariably reflected in the school and pupils; be it

Resolved, That all the members of this Association are hereby urged to become members of the State Teachers' Reading Circle, and to encourage their fellow-teachers to unite with them in this professional work.

WHEREAS, The successful culmination of this meeting has been greatly enhanced by the uniform courtesies and labors of many who have contributed to this success; therefore, be it

Resolved, That we extend thanks to the Atlantic Hotel for the use of its committee rooms, and for its ball room for general and sectional meetings; to the Plimhinmon Hotel, the management of the Pier, and the owner of the Casino, in like manner, for providing quarters for various other sectional meetings; to the orchestra for their music which added so much to the enjoyment of the general sessions; to all publishers and dealers in school supplies for their interesting and instructive exhibits; to Miss Mary O. Brewington and Mr. John A. Hundley, both of Salisbury, for their excellent vocal selections; to Dr. Francis H. Green, of the West Chester Normal School, for his helpful and inspiring addresses; to Fraternal Delegate, A. B. Chandler, Jr., Vice-President of the Virginia State Teachers' Association, for his visit and scholarly address; to Mr. E. Clarke Fontaine, of Pocomoke City; Superintendent F. E. Rathbun, of Garrett County; State Superintendent M. Bates Stephens, of Annapolis; and First Assistant Superintendent Charles J. Koch, of Baltimore City, for the parts which they took in the general sessions of the Association; as well as to all who aided in any way the carrying out of the programs of the various sectional meetings, including Dr. Edward F. Buchner, of the Johns Hopkins University, and many other distinguished visitors and loyal teachers from our own ranks.

Last, but not least, we would not forget the efforts of our President, Superintendent Woodland C. Phillips, of Howard County, as well as those of the other officers, and the members of the Executive Committee of the Association, and we desire to voice our appreciation of their labors in making this one of the best meetings in recent years.

(Signed) JOHN E. EDWARDS, *Chairman*,
N. PRICE TURNER,
BERTHA R. BROWN,
Committee.

This report was unanimously adopted.

The following report was rendered by Dr. R. Berryman, Treasurer:

Ocean City, Md., July 2, 1914.

Dr. R. Berryman, Treasurer,

In Account with "Maryland State Teachers' Association." Dr.

1913.

June 27	To balance National Bank Commerce.....	\$297.07
Oct. 23	To check, Hugh W. Caldwell, Secretary.....	392.50

1914.

Feb. 6	" "	Woodland C. Phillips, Howard Co.....	15.00
" 9	" "	E. M. Noble, Caroline Co.....	15.00
" 9	" "	B. J. Grimes, Queen Anne's Co.....	15.00
" 10	" "	Edward W. McMaster, Worcester Co...	15.00
" 10	" "	Jefferson L. Smyth, Kent Co.....	15.00
" 11	" "	Wm. H. Dashiell, Somerset Co.....	15.00
" 14	" "	John E. Edwards, Allegany Co.....	15.00
" 17	" "	W. Merrick Huyett, Washington Co...	15.00
" 18	" "	Chas. T. Wright, Harford Co.....	15.00
" 23	" "	Samuel Garner, Anne Arundel Co.....	15.00
" 23	" "	Wm. J. Holloway, Wicomico Co.....	15.00
Mch. 2	" "	John H. Roche, Baltimore City.....	15.00
" 5	" "	M. Bates Stephens, State Board.....	15.00
" 17	" "	F. E. Rathbun, Garrett Co.....	15.00
" 21	" "	Nicholas Orem, Talbot Co.....	15.00
" 25	" "	Edwin W. Broome, Montgomery Co...	15.00
" 26	" "	Joseph M. McVey, Cecil Co.....	15.00
" 26	" "	A. R. Spaid, Dorchester Co.....	15.00
April 17	" "	Thos. M. Carpenter, Charles Co.....	15.00
" 24	" "	Frederick Sasseer, Prince George's Co..	15.00
May 1	" "	Geo. T. Morelock, Carroll Co.....	15.00
" 12	" "	H. E. Buchholz, Atlantic Ed. Journal..	12.00
" 12	" "	J. B. Latimer, Calvert Co.....	15.00
" 14	" "	Albert S. Cook, Baltimore Co.....	15.00
" 28	" "	Geo. W. Joy, St. Mary's Co.....	15.00
June 1	" "	John T. White, Frederick Co.....	15.00

\$1,076.57

Credit.

1913.

July	15	By check	James B. Noble.....	\$1.75
"	15	" "	Arthur D. Call.....	3.90
"	25	" "	Thos. L. Gibson, music.....	4.40
Aug.	7	" "	Emily Barnes	2.50
Sept.	11	" "	Earle B. Woods.....	17.90

1914.

Dec.	8	" "	The Cecil Whig Publishing Co.....	33.05
Feb.	27	" "	The Advertiser-Republican	110.00
"	27	" "	Hugh W. Caldwell, Secretary.....	52.42
June	3	" "	The Cecil Democrat, programs.....	35.00
"	13	" "	Torsch & Franz, 500 badges.....	25.00
"	12	" "	The Cecil Whig Publishing Co.....	5.25
July	1	" "	H. D. Bard, Rural Department.....	15.00
"	1	" "	Roberta Porter, Grammar Department..	19.30
"	1	" "	Dr. Harry Hayward, Rural Department	8.60
"	1	" "	Frederick Sasscer, Chairman Rural Dept.	5.00
"	1	" "	Woodland C. Phillips, Exp., President..	19.00
"	1	" "	Chas. H. Rensburg, Ex. Com.....	3.25
"	1	" "	Hugh W. Caldwell, Secretary.....	110.63
"	1	" "	Rozell Berryman, Treasurer	39.60
"	1	" "	James B. Noble, Ex. Com.....	6.50
"	1	" "	Miss H. D. Stonestreet, stenographer...	31.40
"	1	" "	Daniel Trimper, exp. meeting.....	6.00
"	1	" "	F. H. Green, speaker.....	59.00
"	1	" "	Wm. J. Holloway, Ex. Com.....	15.60
"	2	" "	Savage & Powell, Atlantic Hotel.....	49.35
				<hr/>
				\$679.40
"	2	To balance, National Bank of Commerce.....		\$397.17
				<hr/>
				\$1,076.57
				<hr/>

The Auditing Committee, Messrs. J. T. Hershner, B. J. Grimes and W. H. Dashiell, found this report to be correct and commended Dr. Berryman for the excellent manner in which the reports are kept.

MEMBERSHIP.

All persons actively engaged in educational work in this State are eligible to active membership in this Association. All friends of education in this State may become associate members. Other distinguished educators, and friends of education may be elected honorary members of this Association. The annual dues are fifty cents. Each member of the Association receives a printed copy of the proceedings of the annual meeting. This is a very valuable book and should be in the hands of every teacher. Send your membership fee to Hugh W. Caldwell, Secretary, Chesapeake City, Maryland.

OFFICERS FOR 1914-1915.

President—Dr. Edward F. Buchner, Johns Hopkins University.

First Vice-President—Supt. Woodland C. Phillips, of Howard County.

Second Vice-President—John J. Tipton, of Cumberland.

Treasurer—Dr. R. Berryman, of Baltimore.

Secretary—Hugh W. Caldwell, of Chesapeake City.

EXECUTIVE COMMITTEE FOR 1914-1915.

Dr. Edward F. Buchner, Supt. Woodland C. Phillips, Edith M. Hill of Hagerstown, William J. Holloway of Salisbury, H. H. Murphy of Baltimore.

STATE TEACHERS' READING CIRCLE.

ORGANIZATION.

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis.

Miss Sarah E. Richmond, State Normal School Baltimore.

Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis.

Mr. H. H. Murphy, Principal High School, Reisterstown.

Miss M. M. Robinson, Western Maryland College, Westminster.

Mr. Edward M. Noble, County Superintendent of Schools, Denton.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Mr. John E. Edwards, County Superintendent of Schools, Cumberland.

Miss M. W. Tarr, State Normal School, Baltimore.

This board is to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, *ex-officio*, chairman, and Miss M. W. Tarr, secretary.

CERTIFICATES AND TESTIMONIALS.

Certificates, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the secretary.

Testimonials, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Tarr.

COURSES OF STUDY.

There are four courses of study outlined for the year 1913-14—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1913-14 must take the major course, Pedagogy, and in addition, one of the minor courses—Literature, History or Science—prescribed for 1913-14.

REQUIRED READING FOR 1914-1915.

PEDAGOGY—"Country Life and the Country School," by Mabel Carney. Published by Row, Peterson & Co., New York. Price, \$1.00 to teachers or 90 cents in lots of 10 or more copies, transportation charges prepaid. Or,—

"Principles of Character Making," by Arthur Holmes. Published by Lippincott Co., Philadelphia. Single copies, \$1.00, postpaid.

HISTORY—"From Jefferson to Lincoln," by William MacDonald. Published by Henry Holt & Co., New York. One to ten copies, 45 cents, prepaid; 10 or more copies, 42 cents, prepaid.

ENGLISH—"The Teaching of English," by Carpenter, Baker and Scott. New Edition. Published by Longmans, Green & Co., New York. Single copies, \$1.12, postage additional; in lots of ten or more, \$1.10, carriage prepaid.

SCIENCE—"The Hygiene of the School Child," by Lewis M. Terman. Published by Houghton, Mifflin Co., New York. Price per copy, \$1.32, delivered.

All communications relating to Reading Circle work should be directed to Miss M. W. Tarr, Secretary, State Normal School, Baltimore, Md.

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible members are advised to purchase their books through the superintendent of their county, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
Barrett Wendell's "English Composition."
Shakespeare's "Julius Cæsar" and "As You Like It."
Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
Matthew's "Introduction of American Literature."
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
Bliss Perry's "A Study of Prose Fiction."
Scott's "Ivanhoe."
Andrew's "Botany All the Year Round."

1904-1905.

McMurry's "The Method of the Recitation."
Bliss Perry's "The Study of Prose Fiction."
George Eliot's "Silas Marner."
Andrew's "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
Thackeray's "Henry Esmond" and "Vanity Fair."
Fiske's "Critical Period in American History."
Ball's "Starland."

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
Chubb's "The Study and Teaching of English."
Bryant's "How to Tell Stories."
Sparks' "The Men Who Made the Nation."
Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."
Colby's "Literature and Life in School."
Browne's "Maryland. The History of the Palatinate."
Wright's "The Citizen Bird."

1909-1910.

Bagley's "The Educative Process."
Heydrick's "How to Study Literature."
Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."
McMurry's "Special Method in History."
Johnston's "The Problem of Adapting History to Children in the
Elementary Schools."
Allen's "Civics and Health."

1910-1911.

McMurray's "How to Study and Teaching How to Study."
Coman's "Industrial History."
Fisher and Cotton's "Agriculture for Common Schools."
Seward's "Narrative and Lyric Poems for Students."
Heydrick's "How to Study Literature."

1911-1912.

(a) Briggs and Coffman's "Reading in the Public Schools," (b)
Kirkpatrick's "Fundamentals of Child Study."
(a) Bruce's "Daniel Boone and the Wilderness Road," (b) Coman's
"Industrial History."
Arlo Bates' "Talks on Writing English," Second Series.
Sutherland's "Teaching of Geography."

1912-1913.

Strayer's "A Brief Course in the Teaching Process."

Johnston's "High School Education."

Lecky's "The American Revolution."

Esenwein's "Writing the Short Story," and Cody's "The World's Greatest Short Stories."

McKeever's "Farm Boys and Girls."

1913-1914.

Gilbert's "What Children Study and Why."

Andrew's "The Colonial Period," and Jacobs' "Story of Geographical Discovery."

Gwynn's "Masters of Literature."

Gillette's "Constructive Rural Sociology."

CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1913-14.

CAUTION—Read the directions before writing, and follow them carefully and fully.

SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch on the left, for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the faults.
9. All themes should be handed in not later than September 1st, 1914. The Secretary will return rejected themes to the writer by November 1st, to be re-written if the writer so desires. All themes will be returned to the writer by December 1st, 1914.

PEDAGOGY—"What Children Study and Why," by Charles B. Gilbert. Published by Silver, Burdett & Co., N. Y. Price, single copies, post-paid, \$1.10; in lots of ten or more, to County Superintendents, \$1.00, charges prepaid.

Part I.

Directions: Write upon one or more of the topics given, paper or papers to total not less than 2500 words.

Quote sparingly in your theme work, and designate quotations by proper reference marks. The aim of the committee is not that the writer shall collect excerpts—though even this has value—but to be certain that the writer has so appreciated the contents of the text that they have become a part of her mental self, and that she can write as one who thinks and reasons for herself.

1. The advantages and disadvantages of a uniform course of study.
2. The three functions of reading.
3. Methods of teaching reading. The best. Why?
4. The distinction between grammar and language instruction. The place of each.
5. The fundamentals of language instruction.
6. Some of the weaknesses of text books.
7. My method of teaching spelling.
8. Should the spelling book be used?
9. Examine the arithmetic in use by you and make a list of the topics that should be eliminated. Give reasons for each.
10. The two values of arithmetic.
11. The concrete in arithmetic,—its limitations.
12. Some methods of instruction in arithmetic I have found successful.
13. The inductive method in arithmetic.
14. The value and aims of history teaching.
15. The place of the chronological and psychological orders in history teaching.
16. The place of war and the achievements of peace in history teaching.
17. The place of biography in history teaching.

Part II.

Write upon two of the following topics—the two topics not to be from the same group, and the two themes to aggregate about fifteen hundred words.

Group I:

1. Give a lesson in geography—showing how the teacher may first develop, then fix general truths applicable in many instances.
2. Outline a lesson in geography showing the cohesiveness and careful organization mentioned in Chapter XVII in "What Children Study and Why."

3. Compare the text books in geography used in your classes with Chapter XVII and show wherein the criticisms mentioned are justified or untrue.

Group II:

4. Plan a lesson on some industry or physical features peculiar to your section of Maryland, similar to the lesson at the close of Chapter XIV, pages 194-195, keeping well in mind the principles—"the establishment of apperceiving centres" and "that generalizations must be induced from concrete details."
5. Outline a Nature Study lesson in harmony with the views expressed in Chapter XVIII, page 200, and Chapter XIX, page 202, in "What Children Study and Why."
6. Quote five selections whose aim is to intensify a child's love and holy feeling for nature, and show how these selections may be correlated with the matter in some subject in Nature Study.

Group III:

7. Show how motor activities may be secured in the study of arithmetic, history, reading, physics.
8. Show that training in expressive activities should both precede and accompany the imparting of formal knowledge.
9. Distinguish between ethics and morals. In teaching either would you place the emphasis on training in habit of right action, or on the reasoning power of the individual? Why?
10. Comment on the teaching of music in the primary grades: Wherein should the emphasis be placed in teaching music to each grade, and what should be avoided in each grade?

HISTORY—"The Colonial Period," by Andrews. Published by Henry Holt & Co. Single copies, 45 cents, prepaid; in lots of ten or more, 42 cents, prepaid. And "Story of Geographical Discovery," by Jacobs. Published by D. Appleton & Co. Price 35 cents, postpaid.

Write a paper for each book, following the suggestions named below. Do not make the papers over fifteen hundred words each. Be careful, when using quotations, to make them strengthen the subject matter of your paper and not merely thrown in to fill space.

I. Ancient ideas and knowledge of the world.

"STORY OF GEOGRAPHICAL DISCOVERY."

- (1) Causes that lead people to discover.
 - (2) What Herodotus did.
 - (3) What Herodotus and Ptolemy contributed.
 - (4) Spread of conquest by Greece and Rome.
- II. Condition of Geography during the Dark Ages
- (1) The discovery of the magnetic needle.
 - (2) What were portolanos?

III. Mediæval Travels. Marco Polo.

- (1) What value to geographical knowledge were the roads and the caravan routes?

IV. The desire for a new route to the Indies.

- (1) The adventures of those going to the East. Vasco de Gama.
- (2) The adventures of those going to the West.
- (3) What was Columbus' real contribution to Geographical discovery?
- (4) Why the New World is called America.
- (5) Adventures of those who would find India by going North.

V. Explorers of America.

VI. The Dutch in Australia. What makes Cook's work different from the work of other explorers?

VII. The Dark Continent and those who brought a knowledge of it to Geography.

- (1) Mention the political conditions that gave trouble in Africa.

VIII. Climbers of the North Pole.

- (1) Why were expeditions made to the Pole?
- (2) Mention the latest successes in the attempt to reach the Pole.

"The Colonial Period."

In writing the paper on this book proceed with any outline or thoughts that will show to the reader that you have read and added to your history stock such ideas as Andrews has brought out in regard to the manner of starting the colonies, the political and economical life within the colonies, the difference between the South and New England, and what forces from without and from within hastened their union.

Your essay should show that you have gotten the facts as they were and your conclusions should be based upon them rather than upon early prejudices.

SCIENCE—"Constructive Rural Sociology," by Gillette. Published by Sturgis & Walton Company, N. Y. Price \$1.25 each, delivered.

Write a paper of at least 1500 words dealing with all subjects outlined below.

Base each topic at first on the author's discussion; then adapt same to the conditions in your community.

- I. Meaning and Importance of Rural Sociology.
- II. The Social Nature of the Rural Problem.
- III. Improvement of Transportation and Communication.
- IV. Rural Health and Sanitation.
- V. Adjustment of Education to Rural Needs.

VI. Rural Social Surveys.

Quotations should be few, but when given should be stated exactly, enclosed by quotation marks.

ENGLISH—"The Masters of English Literature," by Stephen Gwynn. Published by Macmillan Co. Price, single copies, postpaid, 90 cents; in lots of ten or more, carriage paid, 80 cents.

For the course in English one of the following options is required:

- (a) Write four short papers of not less than 500 words each upon any four of the following topics; or
 - (b) Write a theme of from 2000 to 2500 words on a subject of your own choosing suggested by your study of the text book and showing reading and study outside of text.
1. How do "Canterbury Tales" in contrast with Chaucer's earlier writings, show his genius.
 2. Spenser's "Faery Queen": Its Allegory, Unreality, and Charm.
 3. Women as treated in Shakespeare's Plays.
 4. How Milton and Bunyan represented Puritanism in their writings.
 5. Literary characteristics of Defoe, Addison, Pope, Swift.
 6. Richardson, Fielding and Sterne as novelists.
 7. Burns as revealed in his poetry.
 8. Lake School of writers and their literary characteristics.
 9. Individual and comparative study of Scott, Jane Austen, Dickens, Thackeray and George Eliot.
 10. A comparison of Shelley and Keats.
 11. The literary characteristics of Carlyle and Ruskin.

Address: MISS M. W. TARR, *Secretary*,
Maryland State Normal School, Baltimore.

EXTRACTS FROM SECRETARY'S THIRTEENTH ANNUAL REPORT.

The following extracts from the secretary's thirteenth annual report of the Maryland State Teachers' Association will be of general interest.

The records for the year 1913-14 show an enrollment of 993, distributed as follows:

Allegany	144	Kent	67
Anne Arundel	0	Montgomery	0
Baltimore County	4	Prince George's	0
Calvert	0	Queen Anne's	87
Caroline	65	St. Mary's	0
Carroll	0	Somerset	31
Cecil	99	Talbot	49
Charles	1	Washington	55
Dorchester	15	Wicomico	165
Frederick	0	Worcester	35
Garrett	130	Washington, D. C.	1
Harford	12	West Virginia	1
Howard	32		
Total.....		993	

CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1911-12.

Inez Dever.....	Caroline County
M. Grace Warner.....	Talbot County
Dora Jones.....	Wicomico County

COURSE OF 1912-13.

Caroline County

Sadie Allen	Dora Noble
A. C. Brower	Cecille Parks
Mary Butler	Nona Parks
Nellie M. Butler	Sallie Perry
Ethel P. Cade	Mae Price
Olivia Coffin	Cora Pippin
Mary Cooper	Mildred Ramsdell
Edith Dill	Mary E. Raughley
Lillie Doty	Caroline Redden

Myrtle Dukes
 Elizabeth Dukes
 Louise Fleetwood
 Mary Fleetwood
 Addie C. Gale
 Mary Moore Garey
 Pauline Goslee
 Ella Harrison
 M. Louise Higgins
 J. Walter Huffington
 Mary Hummer
 Mabel Knotts
 Alice E. Mason
 Stella M. Matthews
 Laura Melvin
 G. O. Mudge

Sarah B. Reynolds
 M. Elise Roe
 Elsie Lee Roe
 Rebecca Satterfield
 Margaret Screen
 Ella Shockley
 Bertha Shull
 O. Perry Simmons
 Ursula Slaughter
 Wilsie May Smith
 Grace Stevenson
 Myrtle Thompson
 Eva Williams
 Virgie Williams
 Addie L. Wilson
 Eva Wright

Cecil County.

Mary Emily Clarke

Frederick County.

Blanche Howard

Garrett County.

Minnie A. Smith

Kent County.

Arthur L. Greenwood

Mary Vansant

Somerset County.

Daisy B. Miles

Wicomico County.

Rowie Baus
 Addie Bennett
 Myra Bennett
 Lula Bounds
 Mae Brittingham
 Katharine Bussells
 Elsie Cleary
 Bertha Cooper
 Mattie Culver
 Clara Culver

Edna Owens
 Mattie Parker
 Alice M. Pollitt
 Stella Richardson
 Amy Robertson
 Edith Shockley
 Lillie Smackum
 Belle Jackson Smith
 Nancy Smith
 Maude G. Smothers

Kate Darby	Morris L. Stier
May Hamblin	Alice Toadvine
Grace Harrington	Mary Toadvine
Mamie Hastings	Hettie Twilley
Dora Jones	Nina Venables
Gertrude Killiam	Susie Willing
Alice Morris	Edna Windsor
Edna Morris	Mattie Windsor
Inez Morris	Mary E. Wood
Mamie Morris	Lula Wright

Washington, D. C.

Mary K. Blandford

Pennsylvania.

Ella Turney Bird

TESTIMONIALS AWARDED.

The following persons having completed a three years' course of reading, and having met the requirements of the Board of Managers, have been awarded a testimonial diploma:

Ethel P. Cade.....	Caroline County
Olivia Coffin.....	Caroline County
Ella Harrison.....	Caroline County
M. Louise Higgins.....	Caroline County
J. Walter Huffington.....	Caroline County
Mabel Knotts.....	Caroline County
Laura Melvin.....	Caroline County
Dora Noble.....	Caroline County
Cecille Parks.....	Caroline County
Mary E. Raughley.....	Caroline County
Elsie Lee Roe.....	Caroline County
Bertha Shull.....	Caroline County
Virgie Williams.....	Caroline County
Eva Wright.....	Caroline County
Arthur L. Greenwood.....	Kent County
Addie Bennett.....	Wicomico County
Myra Bennett.....	Wicomico County
Lula Bounds.....	Wicomico County
Mae Brittingham.....	Wicomico County
Clara Culver.....	Wicomico County
Kate Darby.....	Wicomico County
May Hamblin.....	Wicomico County
Gertrude Killiam.....	Wicomico County

Edna Morris.....	Wicomico County
Inez Morris.....	Wicomico County
Mamie Morris.....	Wicomico County
Edna Owens.....	Wicomico County
Alice M. Pollitt.....	Wicomico County
Amy Robertson.....	Wicomico County
Edith Shockley.....	Wicomico County
Nancy Smith.....	Wicomico County
Alice Toadvine.....	Wicomico County
Mary Toadvine.....	Wicomico County
Nina Venables.....	Wicomico County
Edna Windsor.....	Wicomico County
Mattie Windsor.....	Wicomico County
Mary E. Wood.....	Wicomico County
Lula Wright.....	Wicomico County

THEMES.

All themes are to be handed in not later than September 1st. The Secretary will return rejected themes to the writer by November 1st to be re-written if the writer so desires. All themes will be returned to the writer by December 1st.

During the year the Reading Circle has been under the direction of the following officers:

Dr. M. Bates Stephens, *ex-officio*, Chairman, Annapolis.
 Miss S. E. Richmond, State Normal School, Baltimore.
 Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis.
 Miss M. M. Robinson, Western Maryland College, Westminster.
 Mr. Edward M. Noble, County Superintendent of Schools, Denton.
 Mr. Nicholas Orem, County Superintendent of Schools, Easton.
 Mr. John E. Edwards, County Superintendent of Schools, Cumberland.
 Mr. H. H. Murphy, Principal Franklin High School, Reisterstown.
 Miss M. W. Tarr, Secretary, Maryland State Normal School, Baltimore.

At a meeting of the Board of Managers held June 30, 1914, the Auditing Committee reported that it had examined the accounts of the Treasurer for the period beginning April 17, 1913, and ending June 26, 1914, and found the same correct. The receipts, disbursements, and balances are as follows:

RECEIPTS.

April 17, 1913—Balance on hand.....	\$785.95
April 17, 1913—June 26, 1914.....	360.31
Total.....	<hr/> \$1,146.26

DISBURSEMENTS.

April 17, 1913—June 26, 1914.....	\$250.62
June 26, 1914—Balance on hand.....	\$895.64

SARAH E. RICHMOND,
B. K. PURDUM,

Auditing Committee.

As the terms of three members expire at this time—of Dr. Stephens, Miss Richmond and Mr. Purdum—it is necessary for the Association to appoint their successors.

Respectfully submitted,

M. W. TARR,

Secretary.

TEACHING ELEMENTARY ENGLISH.

BY WILLIS H. WILCOX,

Dept. English, Maryland State Normal School

The term "English" has an indefinite meaning in ordinary use. Sometimes it is used to designate merely the various lines of oral and written composition, including "language work." Often and with increasing frequency, it is made to include not only all phases of composition work but also spelling, grammar, literature, rhetoric and even vocal expression. These constitute the branches of the general subject called "English," and are so closely related and so mutually helpful that they ought not to be thought of as separate subjects any more than the various branches of mathematics. Their essential unity lies in the fact that they all contribute largely to a mastery of the language.

Mastery of the language implies a mastery in two respects—for thought getting and thought giving. Reading, including the study of literature, and grammar are the studies that contribute primarily to the mastery of language for the purpose of getting thought; while the various lines of composition work, spelling, rhetoric and vocal expression contribute primarily to the mastery of language for thought giving. This discussion will be limited to one study from each group; viz.: Composition work and grammar, both with reference to the elementary grades.

COMPOSITION.

PURPOSE OF COMPOSITION WORK.

To understand fully the aim in language work it is necessary to have a clear conception of the nature of language. Language is usually defined as the medium for the communication of thought. The race has, however, developed a number of mediums, such as music, painting, sculpture and architecture; but language is the most convenient for ordinary purposes. Language is an instrument which the race has developed through thousands of years of largely unconscious effort to create a convenient medium for the ordinary communication of thought. Needless to say, it has not yet reached a perfect stage and the evolution is still going on. Oral language was developed first; then gradually through thousands of years of growth, written language was developed. Even the Greeks and the Romans had a very defective written language as compared with the various modern languages; neither words nor sentences were separated and paragraphing was an unknown art. Punctuation came into use in Europe during the so-called Dark Ages. It is still in an unsettled stage, the tendency now being to reduce it to a

minimum, as is the tendency also in capitalization. Paragraphing is, in its true sense, a development of the nineteenth century, and its teaching in the schools is a matter of the last quarter century. Since the invention of printing, the page has been carefully developed, always with reference to what is most economical in time and energy. The usual page is of a size that enables the eye to follow the line without wearisome turning while the margins are of a sufficient width to hold the eye from wandering into space when the end of the line is reached. Naturally as these features are a saving of time and energy in reading the printed page, they have also become a part of the properly-written page.

This hasty historical sketch suggests several things of first importance to every teacher of composition:

1. Oral language precedes written language.
2. Careful attention should be given to the conventional forms of written composition, which the long experience of the race has proven to be most effective.
3. Language, both oral and written, is always growing and subject to continual change.
4. The individual must learn to use the language as the race has done, through practice, but much more rapidly as the medium is now created.

The purpose of all composition work, oral and written, from the first grade to the final university course, is to develop the ability to use this tool called language effectively for the communication of thought. The elementary grades should train the pupil:

1. To communicate his own experience in fairly fluent and correct language, both oral and written.
2. To know and use the conventional forms of ordinary written composition—indentations, margins, abbreviations, all the forms of letter-writing, etc. This is really included in the preceding but needs special emphasis.
3. To know that there is a good and a better in language and to strive for the better.
4. To have a desire to grow in ability to use good language and a habit of going to some source of information when in doubt.
5. To use paper, etc., suited to his purpose.

There are certain incidental aims that may well enter into language work for their own value as well as aids in the development of language power. They are:

1. To develop the imagination.
2. To develop the powers of observation.
3. To develop a love of nature.
4. To develop patriotism and other ethical ideals.
5. To develop a love of art, especially of literature.

METHOD OF COMPOSITION WORK.

The method of composition work may be expressed in the two words *directed practice*. This practice, of course, should be interesting and inspiring. To secure such practice the following things are necessary: Matter for practice, direction, inspiration and insistence in the practice, and the materials required for written composition.

Matter for Practice.

The natural condition for the use of language is a person with something that he *wants* to tell to some one else. Such a situation must be created in the composition class if the best results are to be obtained. To this end interesting material must be supplied by book or teacher. The larger part of the material is usually supplied by the book but it is necessary for the teacher to supplement with local material.

The following principles should be considered in selecting and arranging material:

1. The age of the child.
2. The logical development of the subject.
3. Securing variety.
4. Conformity to seasonal interests.

The material falls under four heads:

1. Stories:

For the primary grades fairy stories, myths, legends and fables are stock material. The following collections are suggested: Fairy Stories, Hans Christian Anderson; Household Tales, Grimm; Aesop's Fables; The Book of Nature-Myths, Holbrook; English Fairy Tales, Jacobs; Fables and Folk Stories, Seudder; The Oaktree Fairy Book, Johnson; almost any reading book in advance of the grade.

For the intermediate grades: Arabian Nights, Andrew Lang; The Birchtree Fairy Book, Johnson; Classic Myths Retold, Judd; Stories Children Love, Welsh; Journeys Through Bookland, Vols. I-IX, Sylvester.

2. Poems:

For primary grades: Mother Goose Rhymes; Child Life in Poetry, Whittier; A Child's Book of Poetry, Turpin; The Land of Song, Shute and Dunton; Nursery Rhymes, Welsh (best at low price).

For intermediate grades: A Book of Famous Verse, Repplier; Songs of Nature, Burroughs; Golden Numbers, Wiggin and Smith.

General collections: Graded Poetry Readers, Blake and Alexander; Poetry by Grades, Harris and Gilbert; Open Sesame, Nos. I-III, Bellamy and Goodwin.

3. Pictures:

For primary grades: Pictures of animals, birds, people, heroic action, etc. The Cosmos pictures, Brown's Famous Pictures and the Perry

Pictures are cheap and good. Pictures may also be cut from magazines and mounted for use if selected with care. Landseer's pictures of animals and Millet's pictures of country life are good for the higher grades.

4. Experience:

Much should be made of this kind of material. Nature, the community life, family and local history are some of the most important lines of experience. The changing seasons, with their ever-fresh interests, are always offering their abundance. The study of bird and animal life is always engrossing. Local industries offer excellent opportunities for the higher grades, and every social event of the school can be made an opportunity for developing a knowledge of the common forms of social correspondence. Burrough's books will be found inspiring in the nature-work, Reed's bird and flower guides will be very serviceable (Doubleday, Page & Co., 75 cents) and also the bulletins of the U. S. Department of Agriculture, many of which cost nothing.

Direction of the Practice.

1. By the text-book:

The text-book serves three purposes: It furnishes material supposedly selected and arranged according to some or all of the principles already mentioned, it furnishes a limited amount of pedagogical matter for the teacher and it largely directs the practice of the pupil. Directions are given in the form of rules and definitions. These should be taught as guides to the use of language and not as matter to be committed to memory for examinations. Undoubtedly the most common fault in teaching is following the text too slavishly, but it is easy to fall into the opposite error. The best results will be obtained when a text-book is followed rather closely with such adaptation and supplementing as occasion demands. If the teacher tries to select and arrange her own material or to use a number of different text-books, confusion is likely to result and the course will lack many things that are essential. To get a progressive development the main part of the course must be supplied by the text-book.

2. By the teacher:

Generally no book is used in the first three grades. Here all depends on the teacher and the course of study. The teacher must select and arrange her own material and direct the work of the class. Above the third grade the teacher's directions are merely to supplement the text.

In handling stories it is much better to tell the story instead of reading it, although there is a great deal to be gained from the reading of stories by the teacher, especially stories that are not to be reproduced. Stories may also be developed from day to day; the longer history stories are excellent for this purpose (see the story of George Rogers Clark in McMurtry's *Methods in History*). In the reproduction of the

story a situation, real or imaginary, should be created that naturally calls for the reproduction. Oral reproduction should precede written. Little written reproduction can be done below the fourth grade. Here the written work will be largely copying and easy dictation.

As the work goes on in the grades above the primary, gradually reproduction will give place to the completion of unfinished stories, the re-writing of stories from a new point of view, the writing of stories from brief suggestions and the writing of original stories. Dramatization of stories will be found an excellent practice whenever the teacher has time for such work.

In using pictures the teacher must first train the pupil to see the picture; then she can bring out a story that she has imagined and that is suggested by the picture; finally, she can leave the creation of the story suggested entirely to the imagination of the class. In the higher grades pictures will often be used that suggest description. The aim of the description should be to bring out the meaning that the artist intended to convey. This meaning is suggested by the title and it is often well to conceal the title until the writing is done.

In teaching poems it is quite necessary that the teacher read to the class. Music is a large element in poetry and can be brought out only by appreciative reading. Much memorizing should be done, especially for the development of taste.

In using the experiences of her pupils the teacher must study local conditions and individual interests. There is an abundance of interesting material, and it is highly useful especially for oral work. It offers excellent opportunities, also, to develop the ordinary forms of correspondence. It can be suggested in a text-book, but the teacher will need to adapt it to local conditions.

The criticism of the pupils' work must be left almost wholly to the teacher. Her aim in criticism must be to make the pupil self-helpful. To do this she must inspire the pupil with a desire to use good language and enable him gradually to realize that desire.

In criticising the oral language of the pupil a conflict arises between fluency and correctness. Fluency is, on the whole, more important than correctness; yet when the teacher, in her pursuit of correctness, checks the pupil, she interrupts the flow of thought and sacrifices fluency. On the whole it seems best to make corrections in oral language after the thought is expressed. Much can be done also by frequent drills on correct use. Such work carries over into the written work with very beneficial results.

In criticising written work the teacher should call attention to excellencies as well as defects. She should also remember that definite instructions beforehand will save many corrections that would otherwise have to be made later. There are certain more or less definite stages in the criticism of written work. Errors should be indicated only after they

have been considered in the work of the class. It is best to work on only a few at a time. In the earlier stages of the work the errors should be definitely indicated; gradually they will be less definitely indicated until the pupil is finally taught to discover his own. Only when the pupil can discover and correct at least his most common errors has the teacher accomplished anything worth while; this must be the goal of her work so far as correctness is concerned.

Inspiration of the Practice.

If the language work is to be interesting to the pupil the teacher must be interested. The teacher must be interested in the subject matter first of all. If she has a live interest in nature, it will be easy for her to interest her class. It is even good for her to have a hobby—flowers, birds, trees, anything in which she has a special interest. In this connection it is well to remember that knowledge begets interest. The teacher must be interested also in the progress of her class. To see the class growing under her wise guidance must be her greatest pleasure.

The teacher must also inspire the pupils with a desire to grow in ability to use language. The following motives may be used in different grades for the purpose of stimulating such a desire:

1. A desire to please the teacher.
2. A desire to be polite; good language is a matter of good manners.
3. The desire to get a good grade.
4. The desire to prepare for a successful career in the work of life.
5. The desire to reveal one's self as an educated person.
6. The pleasure that comes from doing work well.
7. The desire to serve the public welfare in later life.

Insistence in the Practice.

The inspiration which the teacher is to furnish for this work has frequently been mentioned. There comes a time, however, when inspiration fails. Insistence is then inexorably demanded. Much of the slovenly work in composition is due to a lack of insistence on the part of the teacher more than to any other cause. Directions can be given in the text-book and may or may not be supplemented by the teacher; whether they are followed or not depends on the teacher. It is not difficult for the teacher to secure attention to correct form; she will get it just as soon as her pupils know that she will accept nothing else. In the end firmness here will save much time and energy to the over-worked teacher and be of the greatest advantage to the pupil.

Materials of Written Composition.

In general the teacher is not responsible for the material used for composition. Often she is supplied with an insufficient amount and wholly unsuitable paper. This adds unnecessarily to the work of the

teacher and makes impossible a proper training of the pupil. It is a false economy, and often not an economy in the strictest sense of the word, as suitable paper could be supplied at no greater cost. The teacher should have an opportunity to train her pupils to use proper paper and black ink for the ordinary purposes of life. The lead-pencil is necessary for the ordinary work of the school, but the pupil should be taught that it is the exception outside of the school.

If the work that has been suggested is faithfully done, the pupil who finishes the elementary grades will approximate the standard set forth in the discussion of purpose. Experience seems to prove, however, that such results will not follow unless the work in composition is carried through the grades independently of the composition incidental to the pursuit of other studies.

GRAMMAR.

PURPOSE IN TEACHING GRAMMAR.

The purpose in teaching grammar is to secure certain definite results. While there is some difference of opinion as to what these results should be, the consensus of opinion assigns four values to be secured through the study of grammar. They are:

1. Training in logical thinking: Grammar is the only subject of abstract thought pursued by pupils in the public schools. It deals with the forms of thought and for this reason, offers a valuable training not otherwise obtained. In this way it also prepares for the study of psychology, logic and similar branches.
2. (Closely related to the preceding.) Development of the power to interpret language, especially written or printed language. This comes partly through increased mental power and partly through greater familiarity with sentence structure.
3. Development of correctness in speaking and writing. This was formerly considered the chief value in the study of grammar but it is now given a place of minor importance.
4. Preparation for the study of other languages.

METHOD IN GRAMMAR.

The subject matter of grammar is the sentence:—Grammar deals with the sentence as a whole, but more especially with sentence structure. As the sentence is the unit of thought, the importance of this structural unit is at once seen.

In dealing with the sentence as a whole, grammar defines the sentence as the expression of a thought in words. If this definition is to mean anything, it is necessary to go back of it and define "thought." A

thought may be defined as an asserted relationship between ideas; an idea is defined as a mental picture or notion. The ideas underlying these terms must be carefully developed by the teacher if the class is to get a clear conception of what a sentence is. It is quite important in teaching grammar to develop clearly the meaning of every term before defining the term. One of the greatest wastes in the teaching of grammar is the memorizing of meaningless definitions.

Grammar also classifies sentences when dealing with them as wholes. The old classification of declarative, imperative, exclamatory and interrogative is seriously defective and leads to difficulty in formulating rules for the use of the terminal marks. The classification in the uniform nomenclature adopted by the National Education Association is a decided improvement. Every sentence, according to this classification, is either declarative or interrogative; a declarative or interrogative sentence may be either exclamatory or non-exclamatory. Grammar also classifies sentences as simple, complex and compound. Such terms as complex-compound are found in some text-books but they are unnecessary and express the tendency so common in grammar to multiply terms.

In dealing with sentence structure grammar must deal with what is most significant; it cannot and should not record all the exceptional and unusual found even in good language. In teaching the subject of grammar it is quite important that the pupils first get a clear understanding of the larger elements of sentence structure. If the time given to parsing were greatly reduced, the time given to the memorizing of declensions and conjugations greatly shortened and the time thus saved given to a more thorough study of the functions of phrases and clauses in the sentence so that the pupil should get a firmer grasp on the larger elements of sentence structure, the study of grammar would at once become more valuable and more interesting to the pupil. Joined with this analytic study should be a considerable amount of synthetic study. Pupils should be drilled to write sentences to illustrate certain forms of sentence structure and to change from one form of sentence structure to another. Not only should they know the different forms but they should also know their values.

The structural forms of the sentence are the word, the phrase and the clause. Any word, phrase or clause that performs a distinct office in a sentence is an element in that sentence. Of course a word, a phrase or a clause may be an element in a phrase or a clause. Pupils should have a fairly good knowledge of these structural units before going on to the study of the words of the sentence, in other words, of the parts of speech.

The teacher should emphasize the fact that these structural units have different values. In general a phrase is more emphatic than a word; at the same time it is longer. A clause is more exact in the relationship expressed than is a phrase, especially a participial phrase, but

the phrase is livelier and gives movement and life to discourse. Phrases, therefore, belong to narration and description rather than to exposition and argumentation where exactness is of first importance. This phase of grammar work is much neglected and for that reason is emphasized here. The following are the principal values that underlie variety in sentence structure:

1. Quick movement to create interest, requiring the shorter forms.
2. Exactness, requiring the longer form; as the objective adverbial instead of the adverb.
3. Emphasis, requiring the use of myself, himself, and similar words usually as appositives.
4. Subordination of thought, requiring the complex sentence instead of the compound.
5. Variety, as variety is more effective than monotony.

These principles are exceedingly useful to the teacher as they point out the line of inductive development in almost every case; they indicate the path from the known to the unknown. Take as an illustration, the adverbial objective (accusative in the uniform nomenclature). The teacher starts with a known adverb, as "very" in the sentence, the road was very long. "Very" is indefinite in meaning; what words can be used in its place to tell exactly how long the road is? The answer may be "eighty miles" and the sentence becomes, the road is eighty miles long. This is the key to successful inductive work. Create a feeling for the need of the new and it is readily developed from the old.

Another matter, often slighted in the teaching of grammar, is the way in which the relationship of elements is shown in the English sentence. How do we know that one word is the subject, another the object; that this phrase modifies that noun and that this clause modifies that verb? Relationship may be indicated by the position of the words, the natural order of the English sentence being subject followed by predicate, the modifiers being placed close to the modified word. The context often indicates the structure. In the sentence from *The Lady of the Lake*,—"The gushing floods the tartans dyed,"—only the meaning of what precedes enables one to determine that "The gushing floods" is the subject. The relationship of elements is shown largely by connective words; prepositions, conjunctions and other connective words are numerous in the English sentence. Punctuation is another method of indicating relationship in the sentence. Finally, inflection still has its place in this category though its place has become a minor one. Unfortunately, English grammar has not yet cast off its swaddling clothes bestowed upon it by its so-called parent Latin grammar. For this reason inflection plays a much larger part in English grammar than legitimately belongs to it. These various methods of indicating sentence structure ought to be clearly presented to show the exact significance of inflection, if for no other reason.

By sufficient drill in analysis and synthesis, the teacher should familiarize her pupils with these larger elements in sentence structure. If ability to interpret what is read is one of the chief values resulting from the study of grammar, it would follow as a natural conclusion that the sentence should be dealt with in the order in which it is to be read. In other words, instead of analyzing a sentence always according to some fixed model, analyze it in the order in which it is written. For instance, analyze the sentence, "When the war was over the soldiers returned to their homes," as follows:

"When the war was over" is an adverbial clause of time.

"The" is an adjective modifying "soldiers."

"Soldiers" is the subject substantive.

"Returned" is the predicate verb.

"To their homes" is an adverbial clause of place modifying "returned."

Such a method of analysis should familiarize pupils with sentence structure in the order in which it will be read. It is not to be understood that this is the only method to be used; any method is good that makes the pupil think and no method is good exclusively. One of the great troubles with diagraming is that it gets into a groove, becomes a mere mechanical exercise. If pupils cannot analyze a sentence without diagraming it, they have not gained much in ability to read understandingly.

The work in synthesis which comes as a part of this study of the larger elements of sentence structure will correlate closely with the work in composition. The value of the word, the phrase or the clause for any particular purpose, the value of the arrangement of the sentence to give emphasis to the important ideas, the importance of attention to the sound of the sentence so as to avoid repetition and to secure something of rhythm in the flow of words, are all important elements of composition to be striven for in connection with this work in grammar.

The work just discussed is the work usually slighted in the study of grammar. For this reason it has been dwelt on at length. The careful study of the parts of speech has received too much time and attention. What seems to be needed here is a caution against a waste of time and energy on non-essentials. The teacher is, however, to a considerable extent helpless in this matter because of the nature of the book she has to teach and the pressure of examinations by higher authorities. Gradually much that is useless will be eliminated from our text-books and finally from examinations. Meanwhile, the teacher should lay stress on the difficult points. Less time should be given to the gender of nouns and more time to getting the possessive form correctly written; less time to the declension of personal pronouns and more time to a correct use of "it" and "they;" less time to the parsing of verbs and more attention to the agreement in the third person singular and plural of

the present tense. In fact the teacher, not the hearer of recitations, will soon learn the difficult points, run lightly over the insignificant things and put her time and energy where they are needed. She will soon find that simply giving the "construction" (class and use) of a word saves time and is much more effective than formal parsing which adds so much that is non-existent in English speech.

Finally, the teacher can vitalize her work in grammar by connecting it closely with all reading, including the studying of other lessons. If the study of grammar develops the ability to read, and consequently to study, understandingly, it naturally follows that it will be beneficial to carry the work directly into other studies. Pupils should analyze the sentences of a paragraph from their lesson in history, geography, reading or even from their arithmetic. Furthermore, they should analyze sentences from their own written work. In such ways if at all can the study of grammar be robbed of its meaningless character to the ordinary pupils and made to reveal its real character as an interesting and useful study.

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- The Conduct of Composition Work in Grammar Grades, Clapp and Houston.
- Stories and Story-Telling, St. John.
- How to Tell Stories, Bryant.
- A First Book in Writing English, Lewis.
- Picture-Study, Wilson.
- A Child's Guide to Pictures, Caffin.
- How to Study Pictures, Emery.
- How to Interpret Pictures, Sawvel.

SUGGESTIVE LIST OF BOOKS FOR HOME READING.

FICTION.

Alcott	Little Women
Aldrich	Story of a Bad Boy
	Marjorie Daw
Arnold	Phra the Phoenician
Bachelior	Dri and I
Blackmore	Lorna Doone
Bronte	Jane Eyre
Bynyan	Pilgrim's Progress
Cable	Old Creole Days
Carroll	Alice in Wonderland
	Through a Looking Glass

Cervantes	Don Quixote
Churchill	Richard Carvel
	The Crossing
	The Crisis
	Conniston
Connor	Glengarry Schooldays
	Black Rock
	The Man from Glengarry
Cooper	The Last of the Mohicans
	The Pathfinder
	The Pilot
	The Spy
Craik	John Halifax, Gentleman
Crane	The Red Badge of Courage
Defoe	Robinson Crusoe
Dickens	Christmas Stories
	David Copperfield
	Great Expectations
	Nichols Nickleby
	Old Curiosity Shop
	Oliver Twist
	Pickwick Papers
	A Tale of Two Cities
Duncan	Dr. Luke of Labrador
Eggleston	The Hoosier Schoolmaster
Eliot	Adam Bede
	Middelmarch
	The Mill on the Floss
	Silas Marner
Fox	The Trail of the Lonesome Pine
Gaskell	Cranford
Goldsmith	The Vicar of Wakefield
Hale	A Man Without a Country
Harris	Uncle Remus
Hawthorne	The House of Seven Gables
	The Marble Faun
	The Scarlet Letter
	Twice Told Tales
Howells	A Boy's Town
	The Rise of Silas Lapham
Hughes	Tom Brown's School Days
Hugo	Les Miserables
Kingsley	Westward Ho
Kipling	The Day's Work
	Captains Courageous
	The Jungle Book

Lamb	Tales from Shakespeare
Maclaren	Beside the Bonnie Briar Bush
Martineau	Peasant and Prince
Mitchell	Hugh Wynne
Ollivant	Bob, Son of Battle
Ouida	A Dog of Flanders
Page	In Ole Virginia
	Red Rock
Porter	Scottish Chiefs
Ruskin	The King of the Golden River
Scott	The Abbot
	Guy Mannering
	Ivanhoe
	Kenilworth
	Quentin Durward
	The Talisman
Seton	Lives of the Hunted
	The Trail of the Sandhill Stag
Smith	Colonel Carter of Cartersville
	An Old-Fashioned Gentleman
Stevenson	Treasure Island
	Dr. Jekyll and Mr. Hyde
	David Balfour
	Kidnapped
Swift	Gulliver's Travels
Thackeray	Henry Esmond
	The Virginians
	Vanity Fair
	The Newcomers
White	The Blazed Trail
Wiggin	Rebecca of Sunnybrook Farm
Zangwill	The Children of the Ghetto
BIOGRAPHY.	
Brady	Paul Jones
Jones	Life of Edison
Keller	Story of my Life
Nicolay	Boy's Life of Lincoln
Richards	Florence Nightingale
Riis	The Making of an American
Schurz	Autobiography
Southey	Life of Nelson
Stevenson	Vailima Letters
Washington	Up from Slavery
Buxton	Book of Noble Women
Lodge and Roosevelt	Hero Tales from American History
Plutarch	Lives of Illustrious Men

RAILROAD ACCIDENTS.

NEW YORK, PHILADELPHIA AND NORFOLK
RAILROAD COMPANY

OFFICE OF SPECIAL AGENT, LEGAL DEPARTMENT

Princess Anne, Md., August 26, 1914.

Honorable M. Bates Stephens,
Superintendent, Public Education,
Annapolis, Maryland.

My dear Mr. Stephens:

Referring to my letter of August 15, 1913, in which I called attention to the number of trespassers killed and injured on the railroads of this country during the year 1912, and which, by your courtesy, was published in your Teachers' Year Book, beg to advise that I have obtained from the reports of the Interstate Commerce Commission the following statistics for the year of 1913, which show an increase both in the number killed and injured. In addition to this statement I have obtained and submit herewith statements showing a summary of the various kinds of injuries to trespassers and their causes.

	Killed.	Injured.
Train accidents, etc, while stealing rides.....	133	269
Getting on or off cars or engines, etc.....	999	2938
Being struck or run over by engines or cars while trespassing	4296	2703
Other causes	126	343
Total.....	5554	6353

SUMMARY OF VARIOUS KINDS OF INJURIES TO TRESPASSERS.

Injuries to eyes.....	10
Loss of—	
Eyes	2
Arms	198
Hands	66
Fingers	46
Legs	515

Feet	347
Toes	121
Heel	6
Fracture to—	
Skull	192
Collar bone or rib.....	194
Arms	227
Legs	421
Other bones	144
Contusion or laceration of—	
Head	1258
Face or neck.....	200
Body	741
Arms	145
Hands or wrists.....	75
Fingers	27
Knees	56
Legs	255
Feet	338
Toes	91
Dislocations	56
Internal injuries	133
Scalds or burns.....	22
Sprains	99
Shock	5
Slight injuries	152
Injuries not clearly described.....	211
Total.....	6353

CAUSES.

Accidents on or Around Trains.

	Killed.	Injured.
Unexpected closing of car doors.....	2	8
Unexpected or abnormal movement of trains, cars or engines.....	14	74
Window sashes of coaches or cabooses falling on hand or arm.....	—	1
Broken glass from windows or doors in coaches or cabooses	—	2
Loading or unloading freight, baggage, etc....	—	5
Struck by objects falling or thrown from passing trains	2	18

Climbing or riding between or under cars or engines	8	188
Standing, walking or running alongside of trains, cars or engines.....	4	49
Trains, cars or engines striking objects on or at the side of the track.....	1	10
Miscellaneous	21	57
Total.....	52	412

Believing that the publication of the above statistics will have its effect in impressing the school children of the danger in trespassing, I am requesting that these statistics be published in your Year Book for 1914-15, and that you request your teachers to bring the matter to the attention of their pupils at given stated periods throughout the scholastic year of 1914-15.

Children should be especially warned of the danger of—

Walking on railroad tracks or bridges.

Loitering about railroad stations or cars.

Jumping on or off trains, cars or engines.

Crawling under, between, or over cars.

Crossing tracks without stopping, looking and listening to see whether a train is coming.

Crawling under gates when they are down.

Playing on or around turn-tables.

Thanking you for your co-operation, and with kindest personal regards, I am,

Very truly yours,

C. C. WALLER,

Special Agent.

VOCATIONAL EDUCATION.

The present educational question is not so serious a one as it looks, and as many pedagogs would make it. It is the question of vocational education.

We have always had vocational education, and always will have, and always ought to have. There is a German story of a youth who wished to marry a princess who had a glass heart. Because of her two sisters with glass hearts—one unfortunately broke hers, and the other's heart was cracked—the lover was required to apprentice himself to a glazier. It was a seven years' apprenticeship, and the first year he learned to wash and dress the children; the second year he got the bread from the baker's, the third year he learned to putty up holes, and at the end of the seventh year he was an expert glazier to whom a glass heart could be safely entrusted. He began with a general education, and finished with vocational instruction. It is an extreme case, but it gives the true order of education.

First we teach our children to read and write. There is nothing special or vocational about that; it belongs of right to every child. Then follow plain arithmetic, geography, grammar, history, the common branches the rudiments of which every one should be required to learn whatever business he expects to go into. These are the basis of education and can be carried on indefinitely far into all the divarications of general culture, or they can stop with the bare rudiments. Wherever they stop, there vocational education must begin.

But why stop? For two reasons. One is that life is not long enough to learn everything; and the other is that boys and girls must, most of them, go to work and earn a living, and vocational education teaches them how to make a living.

We have always had it. The doctor, the lawyer, the minister, the teacher, the engineer require in their professions more general knowledge than does a day laborer. It takes them a longer time than it takes a porter or ditcher to get the general education they will need, and they put off their specializing vocational training till they are men grown, and we are now requiring this time to be lengthened and demand the degree of Bachelor of Arts before entering the professional school. That is, for the professions we are very properly putting off professional study, and then are even lengthening the period of professional study from three years to four years. There is no pedagogic problem here for candidates for the professions. The question is settled by lengthening both periods of study, so that young men with the best opportunity can hardly begin their life-work before they are twenty-five. They delay even longer than

did Milton, who was troubled because his three and twentieth year showed no bud or blossom of accomplishment. The question is not about these ambitious and favored youth, but with the candidates for commoner service.

And they are the multitude and must be. They are what we call the common people. They have no unusual ability or ambition. They have the ordinary common sense and they make up the commonwealth. They are fitted for the forms of service which must be performed by most people. Such work boys and girls can do before they are out of their teens, and they want to get at it. It is no pleasure for them to spend their time in study better spent in remunerative work. They want and need a limited general education, and then to join the great army of workers. In the old days they could get their vocational education as apprentices, but the apprentice system has nearly gone out of use, and it has to be replaced by something better, and the state is giving it more and more. We are in the transitional stage, but are rapidly learning how to keep the boy and girl in the high school by making the high school more vocational. The great majority of children have not gone beyond the grammar school; they have left it to go to some sort of work for which they were ill prepared. Now we are giving the chance to add to their general education in the high school while learning the business of the farmer or carpenter or mason or merchant, and are learning it better than it could be learned in the miscellaneous way in which it used to be picked up.

We take an example. We happen to have before us the curriculum of the Hopkinton High School, Contoocook, New Hampshire. It has three courses of study. One is classical, has four years of Latin (no Greek), two years of French, algebra, geometry, two years of either chemistry or physics, and it fits for the modern college. Another is domestic, has French two years, but no Latin, algebra and geometry, cooking, dress-making, hygiene, nursing, and the choice of chemistry or physics. The third course is agricultural, and has the same French and mathematics, history and other English studies, but adds animal husbandry, dairying, horticultural and farm management to chemistry or physics. This is admirable, but its merit is half in the fact that it will persuade a multitude of youth to continue their education beyond the eighth grade, and that, too, in general as well as vocational studies. The vocational part will be the attraction and of great advantage, but the French and mathematics and civics and chemistry and history will be of value all through life as well as the dairying and nursing and dressmaking and agronomy. And there are hundreds of such high schools in our eastern as well as our more progressive Western States.

We have previously spoken of the careful report on the public school system of Vermont made by the Carnegie Foundation. That report has its great excellences, and, as we have previously indicated, its defects. Of the defects perhaps the chief is that it looks too much, if that be possi-

ble, to the importance of making out of the boy or girl a creator of material products; and not enough to the aim of old of the New England school system to give character and culture. After all, that is the chief thing in education, not immediate productivity, but ability and character. The child must learn to make his living, and the state will do well to teach him how, but most fortunately the productive value of high culture and broad education is greater than comes from that sort of training which is devoted directly to the trades that make a living. If you have a boy or girl of quite ordinary type, one who has no special ambition or initiative or ability, let the vocational training come comparatively early, in the high school period as well as in the home and on the farm; but if your boy or girl is one of a hundred and shows more than usual ability and ambition, if he loves to study and surpass and lead, then put off all but incidental vocational training as long as you can; give him or her the full benefit of time and money to secure the broad pyramid base for the special labor of life. Either way makes worthy men and women, for either way gives power and character and usefulness. It is always to be remembered that the greatest wealth one can have in this world is in such children, the more the better, and not in pigs or calves or colts or acres or dollars.

The Independent, Aug. 3, 1914.

THE BABCOCK TEST.

(BY W. B. STARR.)

How much butter will your cow make in a year?

If one visits the great University at Madison, Wisconsin, he will likely see an elderly gentleman with a grey beard, whose bent shoulders not only suggest advancing years, but tell of long hours spent over books in study and in the laboratory at experimental work. This quiet unassuming man is Prof. Babcock, the inventor of the Babcock Tester. Although urged by friends, the inventor of this valuable instrument refused to apply for a patent covering it, giving as his reason that his employment by the State of Wisconsin gave the State title to his time, and that any good he might be able to do should accrue to the benefit of all its people and not to himself alone. No legal loop-hole enabling him to patent his invention and thereby amass an immense private fortune could tempt him to violate the privileges that had been conferred upon him.

A patent on this invention would have given the corporation owning it a monopoly on its sale. Under these conditions a two-bottle tester, by which the milk of two cows can be tested at one time, would probably have sold for \$20 each, and the successful farmers owning half a dozen or more milk cows would have bought them at that price, because it would have paid them to do so, but under the existing conditions, this two-bottle tester may be bought for \$3.75. The four-bottle tester costs about \$5.50 and the larger testers on up.

Before the invention of the Babcock tester, telling the amount of butter fat that a cow produced was largely a matter of guess work, unless each cow's milk was kept separate and churned separate for an entire year. Now, by weighing the milk each day for the milking period between calves, or for a year, then by testing this milk three or four times during this period, say about two to three months apart, then take the average percentage of these tests, multiply the weight of the yearly production by it and you will know exactly what your cow has done.

There are several cows in the United States that have produced over 900 pounds of butter fat in a year. There are entire herds producing per each individual around 500 pounds. But the average cow in the United States only produces yearly 150 pounds.

—From the Southern Farm and Dairy.

NATIONAL EDUCATION ASSOCIATION.

DECLARATION OF PRINCIPLES.

St. Paul, Minn., July 9, 1914.

The Committee on Resolutions presents the following report for consideration and action as a message to the teachers and citizens of the country.

The Association views with great satisfaction the genuine progress being made in the cause of education as manifested in the wider public interest, the better equipment of school properties, the increased attention to the preparation of teachers, the wider range of study and inquiry, and the deepening interest on the part of teachers in the welfare of children and in the society for which the children are in preparation. The Association expresses its belief in the efficacy of a system of public education wisely adapted from time to time to the needs of our growing democracy and calls upon the citizens of our country to respond with increasing loyalty to the interests of the children by ample provision for the needs of the public school. Attention is called to the close relation between the home and the school in any complete view of society and the Association expresses its abiding interest in the maintenance of the American home in its integrity as the foundation of all educational and social progress and declares its belief that the American home and the system of American public schools constitute the most important bulwark of our democracy. A most cordial invitation is extended to all interested in the cause of education to investigate the work of the schools and to present constructive criticism both of methods and results. A destructive criticism from irresponsible sources can never build a system of education. The Association believes it represents the common judgment of the teachers of the country in declaring that all official investigations of education should be made through the properly constituted authorities responsible to the people, and that the United States Bureau of Education is the logical and natural agency through which the people should provide such investigation. Where private agencies or foundations are utilized for such purposes, they should be held directly responsible to the regularly established authorities in charge of public education for their methods of procedure and reports.

The Association records with satisfaction the attitude of the public toward the progress in the simplification of our spelling as shown by the action of educational institutions in adopting the forms in use by the National Education Association.

There are certain important conditions in the nation's system of schools requiring repeated emphasis. Concerning the physical provision for schools the Association renews its oft-repeated statement in favor of safety, sanitation, and proper provision for heat, light, and ventilation in all schools, and directs attention to the importance of competent professional advice, and indorses legislation safe-guarding the plans, contracts, construction, and equipment of school buildings.

The public-school system should be recognized as including legitimately all that makes for the education of the community and increases the social, civic, and economic efficiency of the individual, whether child or adult. The Association desires to encourage the larger use by the community of the school plant for all educational, social, and recreational activities. It commends the extended use of school facilities through continuation classes, enabling employees in mercantile or manufacturing establishments to increase their efficiency both in their vocations and in their community relations. Progress already made in these particulars through sympathetic co-operation of employers is most gratifying. The development of recreative activities and the wider use of play in the system of education call for larger playgrounds. Consideration of these needs is earnestly suggested to the school authorities of the country. The Association directs attention to the value of utilizing Arbor Day, now commonly observed, as a suitable occasion for creating sentiment in favor of the beautifying of school grounds both in the city and in the open country. The day might well be used with suitable programs discussing the beautification of the cities, the betterment of rural-life ideals, the development of school gardens, the motives in preserving forests, and in making the surroundings of education beautiful and attractive. Attention might well be directed also to the development of proper ideals concerning thrift and concerning labor and community industry.

The Association recognizing the place of the teacher in our system of education declares its belief that salaries should be increased and adjusted to the standards of living required of American teachers; to the demands for professional education and improvement by study and travel; and to the standards of teaching efficiency demanded both by the needs of the schools and public sentiment. The Association recognizing the importance of the education and training of teachers in the profession as well as for it approves an intelligent, sympathetic, and careful supervision of teachers in the rural schools. The attention of the country is directed to the beneficent effects following the establishment of a system of teachers' pensions in many parts of the country and the extension of the system as rapidly as possible is most cordially commended. Experience has demonstrated that sound economy underlies a sabbatical years' leave of absence for travel and study in many of the institutions of higher learning. The plan is commended to public-school authorities with a recommendation that at least half-pay be provided. Attention is also directed to the obvious fact that the great majority of the teachers in

our public schools are women and that this situation, as well as the interests involved, requires a larger representation of women in the office of superintendent, principal, and on boards of education. The Association regards efficiency and merit, rather than sex, as the principle on which appointments and selections should be made, and therefore declares itself in favor of the political equality of the sexes and equal pay for equal services. A democratic system of education recognizes merit and fitness as the supreme tests for public service.

There are certain important movements in education to which the Association would direct attention.

1. The National Education Association views with great satisfaction the increasing tendency to settle international differences by means of arbitration and cordially approves the efforts of the President of the United States and the Secretary of State in this direction. The Association commends the moral self-restraint on the part of the President of the United States in dealing with the Mexican situation and indorses heartily his policy that the United States does not aim at territorial aggrandizement. The Association expresses deep interest in the celebration of one hundred years of peace between the United States and Great Britain to begin on Christmas Eve, 1914, the anniversary of the signing of the Treaty of Ghent, and urges the public schools to make suitable recognition of this gratifying history. The Association continues its approval of the American School Peace League, the organization of Peace Leagues, the observance of Peace Day, May 18, and the dissemination of Peace Literature.

2. Foreign relations: The Association recognizing the growing importance of amicable relations with foreign countries and the importance of education as the basis for a proper sentiment concerning these relations recommends that a committee of five to serve without expense to the Association be appointed to investigate and report upon the desirability of introducing in the school materials and methods intended to educate the children in an intelligent and sympathetic understanding of foreign affairs. The Association calls the attention of colleges and universities to the opportunities for advanced work in such subjects.

3. The Association directs attention to the satisfactory results reached in the matter of physical inspection of children for health purposes. The sympathetic services of professionally educated nurses have commended the physical inspection of children in our public schools to parents generally. The supervision of this work by competent physicians has proved eminently satisfactory. The extension of this newer form of increasing efficiency in the schools to the field of dentistry is regarded with favor and approval. The Association, therefore, expresses its commendation and approval of such inspection and its belief that a complete justification for this work will be found in the increased efficiency of expenditures, in the conservation of health, and in the greater capacity of the child to utilize the offered education.

4. Vocational Education: The Association reaffirming its former declarations upon industrial and vocational education as a phase of the general education needed in a democracy and commending the principle of vocational guidance under competent leaders, would declare itself in favor of a nation-wide system. The Association indorses the principle of federal aid for vocational education as provided by Congress. The Association views with disfavor any proposal of a parallel system of schools exclusively for the trades and industries at public expense, but favors a comprehensive, unified system of public education, including all types and forms under the single administration of the constitutional authorities in charge of the public schools. The Association expresses its belief that a national system of vocational education, supported by funds from the nation, the state, and the local community, is an urgent need, is based upon sound economic reasons, and is in response to a public demand that should have prompt attention from legislative authorities.

5. Sex Hygiene: The Association, re-affirming its belief in the constructive value of education in sex hygiene, directs attention to the grave dangers, ethical, and social, arising out of a sex consciousness, stimulated by undue emphasis upon sex problems and relations. The situation is so serious as to render neglect hazardous. The Association urges upon all parents the obvious duty of parental care and instruction in such matters and directs attention to the mistake of leaving such problems exclusively to the school. The Association believes that sex hygiene should be approached in the public schools conservatively under the direction of persons qualified by scientific training and teaching experience in order to assure a safe moral point of view. The Association, therefore, recommends that institutions preparing teachers give attention to such subjects as would qualify for instruction in the general field of morals as well as in the particular field of sex hygiene.

6. National University: The Association expresses to the Congress of the United States and to the country its profound conviction upon the vital importance of education in sustaining and perpetuating a democracy. In any complete scheme the place and function of the university is obvious. The principle of federal aid to education is most cordially indorsed. The Association re-affirms its former declarations favoring a National University at public expense and under public control. The national system of colleges of agriculture and mechanic arts fostered by federal and state aid together with the state universities supported at public expense has reached a stage in development warranting the next step, namely, the completion of the system of public education by a National University. This University should be distinctly of a graduate character, devoted to research and investigation, not paralleling but supplementing, and co-operating with all other agencies for higher education in the advancement of learning, the promotion of science, and the development of the highest scholarship. The Association recommends that state

and local organizations interested in public education bring this subject to the attention of their congressmen.

7. The Association approves a standard version of our National Songs as reported by the Department of Music Education in 1912, and presents to the Bureau of Education through the Honorable Secretary of the Interior a request that an official version be authorized for use in schools.

8. The Association indorses and approves the plan of a larger unit in school organization and administration. It believes that the logic of events as well as considerations of economy and efficiency will displace the small district and recognize the county as the natural unit of administration supervising the township, groups of townships, or such other geographical divisions as would be suggested by community convenience.

9. The Association records with gratitude its appreciation of the services rendered the cause of education by the Bureau of Education and expresses its hope that the work may be enlarged and strengthened. This Association records its judgment that all the distinctively educational work of the federal government should be centered in and administered by the United States Bureau of Education and urges sufficient funds to enable it to become an effective clearing house for accurate information in regard to all phases of education and all educational agencies in this and all other countries and an official source of information on the problems of education in the several States and countries. Well-defined authority should be given the Bureau to enable a desirable co-operation with State and local educational authorities in improving educational conditions. To this end the Association recommends to the Congress of the United States through the Honorable Secretary of the Interior an annual appropriation of not less than five hundred thousand dollars. The Association also recommends that a committee of seven be appointed by this Association to assist in obtaining funds for the Bureau and to co-operate with the Bureau in extending its work in harmony with the purposes for which it was established.

Respectfully submitted,

W. O. Thompson, President, Ohio State University, Columbus,
Ohio, Chairman.

Charles E. Chadsey, Superintendent of Schools, Detroit, Mich.
L. E. Wolfe, San Antonio, Texas.

John H. Phillips, Superintendent of Schools, Birmingham, Ala.

John R. Kirk, President, State Normal School, Kirksville, Mo.

E. T. Fairchild, President, New Hampshire College of Agriculture
and Mechanic Arts, Durham, N. H.

G. W. A. Luckey, Dean, Graduate School of Education, University
of Nebraska, Lincoln, Nebr.

P. P. Claxton, United States Commissioner of Education,
Washington, D. C.

Arthur H. Chamberlain, Editor, Sierra Educational News,
San Francisco, Cal.

Francis G. Blair, State Superintendent of Public Instruction,
Springfield, Ill.

Adelaide Steele Baylor, Assistant State Superintendent of
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Work of the Committee of the National Education Association on Teachers' Salaries and Costs of Living—1911-14.

Under the direction of the Committee of the National Education Association on Teachers' Salaries and Cost of Living, three extended studies have been prepared. The first of these is the work of Robert C. Brooks, of Swarthmore College, the second of Scott Nearing, of the University of Pennsylvania, and the third of James C. Boykin, of the United States Bureau of Education. Concluding its labors for the years 1911-14, the committee desires to present the following summary of these three reports and particularly to emphasize the manner in which they may be utilized by teachers interested in the investigation of salary conditions in their own communities.

I.

In January, 1913, the Association published the report prepared by Mr. Brooks in the form of a pamphlet of 328 pages, ten thousand copies of which have since been distributed widely among members and teachers generally. The first part of this report is devoted to a discussion of the measurement by economists of the increase in the cost of living. With the aid of the figures therein presented teachers should be able to ascertain whether their salaries have kept pace with the general increase of prices that, with a few minor interruptions, has been going on in the United States since 1897.

The second part of this report presents a detailed study of the social and economic situation of the public-school teachers in five cities, Cincinnati, Hamilton, Denver, Atlanta, and New Haven. These communities were selected for intensive study by the committee, not because of any peculiar condition existing there, but rather with the hope that the methods employed might prove suggestive and helpful to committees of teachers interested in the salary question in their own localities. Numerous inquiries which have been made since the appearance of the report indicate that this result has been attained. Briefly, it was endeavored to ascertain from the five cities mentioned what teachers of both sexes and of all ages and ranks had secured in the way of the material rewards of life, and also what material burdens rested upon them. Topics such as the following were considered in detail: Number of children and other dependents upon married teachers; burden of dependents upon un-

married women teachers; home ownership and tenancy of married teachers; residence and amount paid for board and room by unmarried teachers; average salaries and other sources of income of teachers; savings of teachers during the year under investigation; value and kinds of property acquired by teachers; life insurance and types of policies carried by teachers; length of the schoolroom day and other demands upon the time of teachers; educational and professional training of teachers; relation of training, experience, and salaries; expenditures of teachers for rent, clothing, insurance, care of health, and other purposes; teachers' salaries compared with the salaries of other municipal employees; and, finally, the opinion of a large number of teachers themselves upon the adequacy of their compensation in relation to the numerous special as well as ordinary demands made upon them.

While many of the inquiries upon which this study was based were extremely personal and searching in character, information was freely given under the committee's guarantee of confidence. It is believed that investigators working under properly constituted committees of teachers' associations should be able to secure similar data in any locality. Properly presented, and Mr. Brooks' report furnishes an excellent model in this way, the relevance and effectiveness of such materials in any salary discussion is beyond controversy.

An appendix to this first report also presented lengthy extracts containing all the more important parts of the teachers' pension laws in force in the various States of the Union. This material was designed to aid teachers interested in the initiation or furtherance of pension plans by supplying them with ideas and legal forms bearing on the subject.

II.

Under the direction of the committee, Scott Nearing, of the University of Pennsylvania, prepared during the year 1913-14, a report on "The Public-School Teacher and the Standard of Living." This study is now in manuscript in the hands of the committee to be offered to the National Education Association for publication in its proceedings for the current year. It was the purpose of Mr. Nearing in this study to present the standard-of-living-question which economists have raised regarding numerous groups of wage-earners and to indicate as thoroughly as possible how their methods may be employed in the solution of the same question as it applies to groups of teachers. "Apparently the time has come," he writes in his *Foreword*, "when, in any city or town in the United States, public opinion must ask this question: 'Are the salaries now paid in this place sufficient to allow the teachers receiving them to live at the standard of living generally accepted as adequate in this locality and among the group of people with whom as teachers they are called upon to associate?'"

While there is, of course, no universal answer to a question respecting the adequacy of given salaries to maintain a given standard of living,

there may well be a universal method of procedure by means of which each community can secure the answer for itself. In the consideration of this method, Mr. Nearing presents discussions of the following topics: What do we mean by a standard of living? Methods employed by social scientists in the study of the standard of living; standard of living in the teaching profession; measuring the standard of living; estimating the cost of a fair standard of living. In this study, Mr. Nearing devotes attention not so much to the minimum subsistence as to the "fair," "normal" or "efficiency" standard of living. On this topic he says in part:

The fair standard of living is now generally accepted as the social ideal. It was formerly taken for granted that if a family was provided with a mere subsistence, everything necessary had been done. During recent years, however, particularly in Germany, great emphasis has been laid on the maintenance of efficiency, as well as of mere physical existence. Starting as an industrial concept aimed at the preservation of the workers for industrial or even military purposes, the efficiency idea has spread into local fields, until there is a general recognition of the desirability of maintaining an efficiency standard in every walk of life. Nowhere, perhaps, is the need for efficiency greater than among the teachers who are called upon to shape the lives of America's future citizens.

In the case of the teaching profession, mere subsistence means little or nothing. The teacher must be able to maintain not only physical and mental efficiency, but likewise a certain professional proficiency which can come only through leisure time spent in reading the right books, in pursuing advanced studies either under direct instruction or by correspondence, in travel and observation of places and methods, and in any legitimate pursuits which enable her to keep abreast of the times.

In an extended appendix, there are presented illustrations of the methods and results of a number of the more fruitful recent standard-of-living inquiries. One of the most interesting of his contributions is a suggested schedule for the study of the standard of living among single woman teachers.

III.

Finally with the cordial co-operation of the Bureau of Education, the committee was fortunate in securing the services of James C. Boykin, assisted by Roberta King, for the preparation of a report on "The Tangible Rewards of Teaching." Proofs of this monumental study are now in the hands of the chairman, and it is to be issued shortly as a bulletin of the Bureau of Education in the form of a bulky pamphlet of 465 pages. In its eight chapters, Mr. Boykin presents in compact form the salaries of teachers of all ranks in city-school systems, of State and

county superintendents, and of rural-school teachers; extracts from the laws of the State relating to teachers' salaries and to county superintendents' salaries; salaries paid in universities and colleges, in State normal schools, in trade, manual training, and industrial schools, and in schools for certain classes of pupils, as e. g., blind, deaf and feeble-minded. An excellent 21-page bibliography of teachers' salaries prepared by Bird T. Baldwin and Walter H. Mohr of Swarthmore College is appended, and the work is well indexed.

The greater bulk of Mr. Boykin's material is, of course, given over to the salaries of teachers in the city-school systems of the United States. Thirty-four tables, occupying 296 pages, are devoted to statistics of this character. In most of these, cities are divided into groups based on population, and the number of teachers of every rank receiving each specified salary is stated, sex being indicated. "Every effort," Mr. Boykin writes, "was made to secure and present a statement of every salary paid for teaching and for supervision in every city, town, and village in the United States in which more than five thousand persons reside. Very few are not included."

The value of materials of this character as a basis for further salary studies can scarcely be overestimated. Suggestions dealing with this point will be presented later. Meanwhile it should be noted that two broad and important lines of comparison are opened up by Mr. Boykin's statistical collection.

First of these is a possibility of a definite answer to the question as to whether or not teachers' salaries have kept pace with the increase in the cost of living. In 1905, the former Committee of the National Education Association on Salaries, Tenure, and Pensions, published a great mass of statistics dealing with teachers' salaries in all parts of the country for the year 1903-04. Mr. Boykin's figures are for the year 1912-13. During this period of only nine years wholesale prices have risen 17.6 per cent, and retail food prices 25.9 per cent, according to the report of the United States Bureau of Labor Statistics. Employment of the methods suggested by Mr. Brooks in the first report of the committee should enable students of Mr. Boykin's report to ascertain where teachers' salaries had increased more rapidly than the cost of living during the last nine years and where they had merely kept pace with it or fallen behind. Similar comparisons covering the whole period since 1897, during which general prices have been rising, are rendered possible by Table 22 of Mr. Boykin's report in which salaries of teachers in a number of larger cities are presented for a long series of years, in one case going back as far as 1834.

Secondly, Mr. Boykin's figures make it possible for teachers of any rank in any community to ascertain salaries paid teachers of similar rank in all other communities of about the same size and in the same section of the country. Comparisons of this sort in the case of cities which have allowed their salary schedule to lag behind the times should make a powerful appeal not only to the sense of justice but also to the local pride of school boards.

The committee begs leave to present for consideration the following suggestions regarding the future work of the National Education Association in the matter of teachers' salaries.

(a) Mr. Nearing has drafted the main outlines of an inquiry to determine whether or not teachers of certain groups are receiving incomes sufficient to insure them a fair standard of living. Wherever communities are sufficiently interested in this problem the Association suggests the application of his methods with the purpose of securing definite answers to this vital question.

(b) The extreme value of the raw materials collected by Mr. Boykin makes it essential that every effort should be made to have these materials thoroughly studied and given the widest publicity in the interest of the teachers of the country. On this point Mr. Boykin himself writes: "No attempt was made (in the report) to draw conclusions or to institute comparisons. Even summaries, averages, medians, and all other customary accompaniments to statistical investigations are almost wholly omitted. With definite limitations of time and space it seemed the part of wisdom to present as much as possible of original material and to leave all secondary studies for others. There is abundant opportunity for fruitful studies of that kind." Two main lines for the study of this report are indicated above. But in addition it demands varied and thoroughgoing interpretation. Maps showing salary conditions in all parts of the country could be based upon it. The committee will invite the co-operation of the Russell Sage Foundation and the Bureau of Municipal Research in this work, and also that of the graduate schools of pedagogy, and teacher and other organizations.

(c) The National Education Association should pass a resolution cordially thanking the Bureau of Education for its extremely valuable co-operation in the preparation and publication of the report on "The Tangible Rewards of Teaching," and requesting the Bureau to issue a supplementary report of similar character annually covering the changes in salaries made during the year.

(d) The committee should encourage the publication of local studies by school boards, associations of teachers, graduate students, and others not only along lines suggested by Messrs. Brooks, Nearing, and Boykin, but also along other and independent lines.

(e) The large majority of teachers are women, and as such are still without the right of suffrage in most States, therefore the funds from which their salaries are paid are under the control of officials in whose selection they have no vote. It should be clearly recognized by the National Education Association, therefore, that the relation of woman suffrage to the honest and fair adjustment of the salaries of women teachers is vital and immediate.

(f) The committee believes there should be equal pay for equal services.

MINIMUM SANITARY REQUIREMENTS FOR RURAL SCHOOLS.

Proposed by the Joint committees on Health Problems in Education of the National Council of the National Education Association and of the American Medical Association.

It is the desire and purpose of this Committee to help establish a standard of fundamental health essentials in the rural school and its material equipment, so that attainment of this minimum standard may be demanded by educational authorities and by public opinion of every rural school throughout the country.

Possession of the minimum sanitary requirements should be absolutely necessary to the pride and self respect of the community, and to the sanction and approval of county, State and other supervising and interested official or social agencies.

Neglect of anything essential for health in construction, equipment and care of the rural school plant is at least an educational sin of omission and may reasonably be considered a social and civic crime or misdemeanor.

The country school should be as sanitary and wholesome in all essential particulars as the best home in the community. Further, it should be pleasing and attractive in appearance, in furnishings and in surroundings, so that the community as a whole may be proud of it; so that the pupils and teacher may take pleasure in attending school and in caring for and improving it.

I. LOCATION AND SURROUNDINGS.

The school should be located in as healthful a place as exists in the community.

Noise and all other objectionable factors should be eliminated from the immediate environment of the rural school.

Accessibility.—Not more than two miles from the most distant home, if the children walk. Not more than six miles from the most distant home, if school wagons are provided.

Drainage.—School ground must be well drained and as dry as possible. If natural drainage is not adequate, artificial subsoil drainage should be provided.

Soil.—As every rural schoolground should have trees, shrubs and a real garden or experimental farm, the soil of the schoolgrounds should be fertile and tillable. Rock and clay soil should always be avoided. If the

soil is muddy when wet, a good layer of sand and fine gravel should be used to make the children's playground as useful as possible in all kinds of weather.

Size of Schoolgrounds.—For the schoolhouse and playground, at least three acres are required.*

Playground is not a luxury but a necessity. A school without a playground is an educational deformity and presents a gross injustice to childhood.

Arrangement of Grounds.—The schoolgrounds should have trees, plants and shrubs grouped with artistic effect but without interfering with the children's playground.

II. SCHOOLHOUSE.

The schoolhouse should be made as nearly fireproof as possible. Doors should always open outward and the main door should have a covered entrance; a separate fuel room should be provided, also separate cloak-rooms for boys and for girls.

A basement or cellar, if provided, should be well ventilated and absolutely dry.

The one-teacher country school should contain, in addition to the classroom:

(a) A small entrance hall, not less than 6 by 8 feet.

(b) A small retiring room, not less than 8 by 10 feet, to be used as an emergency room in case of illness or accident, for a teacher's conference room, for school library and for health inspection, a feature now being added to the work of the rural school.

(c) A small room, not less than 8 by 10 feet, for a workshop, for instruction in cooking and for the preparation of refreshments when the school is used, as it should be, for social purposes.

Classroom should not be less than 30 feet long, 20 feet wide and 12 feet high. This will provide space enough for a maximum of thirty pupils.

III. VENTILATION AND HEATING.

The schoolroom should always receive fresh air coming directly from out of doors in one of the following arrangements:

(a) Through wide open windows in mild weather.

(b) Through window board ventilators under all other conditions, except when, with furnace or jacketed stove, special and adequate inlets and exits for air are provided.

*If the rural school plant includes the additional features (a teacher's home, a garden and an experimental farm), which are already in some progressive states accepted and established as educational essentials, then the school grounds should contain 8 to 10 acres.

Heating.—Unless furnace or some other basement system of heating is installed, at least a properly *jacketed stove* is required. (No un-jacketed stove should be tolerated in any school.)

The jacketed stove should have a direct fresh air inlet about 12 inches square, opening through the wall of the schoolhouse into the jacket against the middle or hottest part of the stove.

The exit for foul air should be through an opening at least 16 inches square on the wall near the floor, on the same side of the room as the stove is located.

A fireplace with flue adjoining the stove chimney makes a good exit for bad air.*

Temperature.—Every school should have a thermometer, and the temperature in cold weather should be kept between 66 and 68 Fahrenheit.

IV. LIGHTING.

The schoolroom should receive an abundance of light, sufficient for darkest days, with all parts of the room adequately illuminated.

The area of glass in windows should be from $\frac{1}{2}$ to $\frac{3}{4}$ of the floor area.

The best arrangement, according to present ideas, is to have the light come only from the left side of the pupils and from the long wall of the classroom. Windows may be allowed on rear as well as on the left side. High windows not less than 7 feet from the floor may be permitted on the right side as an aid to cross ventilation, but not for lighting.

There should be no trees or shrubbery near the schoolhouse which will interfere with the lighting of the classroom.

The school building should so face with reference to the windows that the schoolroom will receive the direct sunlight at some time during the day.

Shades should be provided at tops and bottoms of windows with the dark shades at top, so that light may be properly controlled on bright days.

Schoolroom Colors.—The best colors for the schoolroom in relation to lighting are:

Ceiling—white and light cream.

Walls—light gray—green.

Blackboards—black.

*The following arrangement for ventilating flue is required in one western state: A circular sheet steel smoke flue, passing up in center of ventilating shaft (foul air exit) 20 inches square in the clear.

V. CLEANLINESS.

The schoolhouse and surroundings should be kept as clean as a good housekeeper keeps her home.

(a) No dry sweeping or dusting should be allowed.

(b) Floors and furniture should be cleaned with damp sweepers and oily cloths.*

(c) Scrubbing and airing are better than any form of fumigation.

VI. DRINKING WATER.

Drinking water should be available for every pupil at any time of day which does not interfere with the school program.

Every rural school should have a sanitary drinking fountain located just inside or outside the schoolhouse entrance.

Drinking water should come from a safe source. Its purity should be certified by an examination by the State Board of Health or by some other equally reliable authority.

A common drinking cup is always dangerous and should never be tolerated.

Individual drinking cups are theoretically, and in some conditions all right, but practical experience has proven that in schools, individual cups, to be used more than once, are unsatisfactory and unhygienic. Therefore, they are not to be advocated nor approved for any school.

Sufficient pressure for running water for drinking fountain or other uses in the rural school may always be provided from any source without excessive expense by a storage tank or by pressure tank with force pump.

VII. WATER FOR WASHING.

Children in all schools should have facilities for washing hands available at least:

(a) Always after the use of the toilet.

(b) Always before eating.

(c) Frequently after playing outdoors, writing on blackboard or doing other forms of handwork connected with the school.

Individual clean towels should always be used.

Paper towels are the cheapest and most practicable.

The common towel is as dangerous to health as the common drinking cup.

*Sweeping compounds in moist proof containers may be obtained in the market.

VIII. FURNITURE.

School seats and desks should be hygienic in type and adjusted to the size and needs of growing children. Seats and desks should be individual—separate—adjustable—clean.

Books and other materials of instruction should not only be sanitary but attractive enough to stimulate a wholesome response from the pupils.

IX. TOILETS AND PRIVIES.

Toilets and privies should be sanitary in location, construction and in maintenance.

(a) If water carriage system for sewage is available, separate toilets for boys and girls should be located in the schoolhouse with separate entrances on different sides or corners of the school building.

(b) If there is no water carriage system, separate privies should be located at least 50 feet in the different directions from the schoolhouse, with the entrances well secured.

(c) The privy should be rainproof, well ventilated and one of the following types:

1. Dry earth closet.
2. Septic tank container.
3. With a water-tight vault or box.

All containers of excreta should be water-tight, thoroughly screened against insects and easily emptied and cleaned at frequent intervals.

No cesspool should be used unless it is water-tight and easily emptied and cleaned.

All excreta should be either burned, buried, treated by subsoil drainage, reduced by septic tank treatment or properly distributed on tilled land as fertilizer.

X. ALL SCHOOLHOUSES AND PRIVIES SHOULD BE THOROUGHLY AND EFFECTIVELY SCREENED AGAINST FLIES AND MOSQUITOES.

XI. SCHOOLHOUSES AND outhouses SHOULD BE ABSOLUTELY FREE FROM ALL DEFACING AND OBSCENE MARKS.

XII. BUILDINGS SHOULD BE KEPT IN GOOD REPAIR AND WITH WHOLE WINDOWS.

Standards.

Provision and equipment of adequate school plant depends on intelligence, interest, pride and financial ability of community.

Maintenance of a clean and sanitary school plant depends on efficient housekeeping and on interest and willing co-operation of pupils.

No community should be satisfied by the minimum requirements indicated in the foregoing, but every country school should be so attractive and well equipped as to minister with some abundance of satisfaction to the physical, mental, aesthetic, social and moral well being of those who provide it, who own it, who use it and who enjoy it.

PRESENT CONDITIONS.

Among the reasons which explain the present deplorable conditions of rural schoolhouses, the following are prominent:

(a) Low architectural and sanitary standards in rural regions generally throughout the country.

(b) Ignorance regarding the physical, mental, social and moral effects of unattractive and unsanitary school buildings on the children and on the community as a whole.

(c) False economy expressed by local school boards in failure to vote enough money to build and maintain suitable school buildings.

(d) Lack of supervision or assistance by the State which is usually necessary to maintain desirable standards.

IMPROVEMENT.

How shall the rural schools throughout this country be improved up to a reasonably satisfactory standard?

I. By a popular campaign of education regarding the conditions desirable and possible in the country school. Such a campaign would profitably include many or most of the following:

(a) The United States Bureau of Education and State Departments of Education should furnish plans and instructions for construction and equipment of rural school buildings.

The United States Bureau of Education in Washington is already supplying on request valuable help of this kind, and a few State Departments of Education are demonstrating what may be done by supervision and support which aids without controlling.

(b) State Departments of Education should supply supervision of rural schools and should have power:

(1) To condemn unsanitary and wholly unsuitable buildings.

(2) To give State aid to rural schools when the local authorities fulfill certain desirable and reasonable conditions.

(c) Ideas and standards of school sanitation should be inculcated in minds of local school patrons and school authorities who control school funds and who administer the affairs of the schools. Public lectures on health topics should be provided in the schoolhouse and elsewhere.

(d) Effective school health courses should be introduced in normal schools and teachers' institutes.

Better education of rural school teachers, county superintendents and rural school supervisors in the principles and practice of school hygiene and sanitation should be assured.

(e) Interest in and enthusiasm for the improvement and care of all features of the school and its surroundings which affect health and happiness should be inspired in the minds of rural school pupils.

Organizations such as "Pupils' Board of Health," "Civic Leagues," or "Health Militias" may profitably be formed among pupils.

(f) Organizations like "The Granges," Women's Clubs, County Medical Societies and other groups so situated that they may further the cause of health and efficiency, should co-operate with the rural school.

(g) Attractive but reliable health information should be furnished abundantly by the public press.

II. Emulation and competition should be recognized and rewarded in ways that will promote wholesomely and progressively the welfare of the community as a whole.

Ten Sanitary Commandments for Rural Schools.

In every school which may be considered passably sanitary the following conditions shall obtain:

1. Heating by at least a properly jacketed stove. (No unjacketed stove to be allowed.)

Ventilation by direct outdoor air inlets and by adequate and direct foul air outlets.

2. Lighting from left side of room (or from left and rear) through window space at least one-fifth of floor space in area.

3. Cleanliness of school as good as in the home of a careful house-keeper.

4. Furniture sanitary in kind, and easily and frequently cleaned. Seats and desks adjustable and hygienic in type.

5. Drinking water from a pure source provided by a sanitary drinking fountain.

6. Facilities for washing hands, and individual towels.

7. Toilets and privies sanitary in type and in care (with no cesspools unless water-tight) and no neglected privy boxes or vaults.
8. Flies and mosquitoes excluded by thorough screening of schoolhouse and toilets.
9. Obscene and defacing marks absolutely absent from schoolhouse and privies.
10. Playground of adequate size for every rural school.

FIRE PROTECTION IN PUBLIC SCHOOLS.

VALUABLE SUGGESTIONS BY RUSSEL SAGE FOUNDATION.

RULES FOR FIRE DRILL.

Dismissal Call: Three strokes of gong, repeated three times, with pause between each repetition.

Teachers go immediately to door and open it. Girls form line at rear of room, boys at front, ready to pass out together. All classes ready in ten seconds. Do not pause for wraps.

Janitor stands on first floor near front stairs.

Floor Signals: One stroke for first floor, 2 for second, 3 for third. At one stroke, first floor classes leave building rapidly by nearest exit. At two strokes, second floor classes leave by nearest stairway. At three strokes, third floor classes leave by nearest stairway. Classes pass down, two persons abreast, without hurry, crowding, or pushing, and out by nearest exit. Drill shall be so arranged that lines of pupils do not intersect. Teachers lead classes. Monitors march at end of line, and see that no pupils are left in class rooms. Each class starts down stairs when end of class in front reaches first landing. Pupils march directly away from building.

Other Details: All doors shall be unlocked, and gates unlocked and hooked back, during school hours.

Principals shall see that fire escapes are cleared of ice and snow immediately after each storm.

Arrange signaling apparatus so that it can be sounded from every floor. Train all teachers to give signals.

Call fire drills at least once every two weeks. Have them occur without warning:

When exercises are being held in assembly room,

During any one of the recesses,

While all pupils are in class rooms.

When one or more exits may be supposed to be blocked.

Where the peril may be assumed to be imminent to a particular part of the school.

Drills shall include frequent practice in descending fire escapes.

Report every drill to school superintendent, giving form of drill, and time elapsed between first signal and exit of last person.

IF YOU HAVE AN OLD SCHOOL BUILDING.

1. Transform stairs into fireproof exits.

See that stairs lead directly to outer doors, even if their location has to be changed.

2. Make basement ceiling fireproof.
3. Abolish double doors. Substitute single doors, swinging outwards, side by side, and equipped with "panic bolts." Absolutely prohibit fastening of any outside door during school hours.
4. See that ashes, waste paper, and other rubbish are placed separately in metal, self-closing receivers, and removed from building at close of each day.
5. See that building is equipped with:
 - a. Automatic fire alarm.
 - b. Complete system of fire signals.
 - c. Signal connection with fire headquarters.
6. Require halls to be kept absolutely free from lockers, tables, chairs, and all other obstructions.
7. Insist on a fire drill every two weeks.

IF YOU ARE TO HAVE A NEW SCHOOL BUILDING.

1. Employ an architect who knows what it means to erect a fireproof building and then—
2. See that his plans call for:
 - a. Fireproof construction.
 - b. Building of not more than three, and if possible not more than two, stories.
 - c. If a large school, each floor constructed with fireproof partitions, so that one section may be completely shut off from the rest.
 - d. Heating plant separated from rest of building by fireproof walls, ceilings, and doors.
 - e. Assembly room on ground floor.
 - f. Attic cut by at least one partition, to prevent draughts.
 - g. Stairs located at opposite ends of building, and leading directly to exits.
 - h. Stairs built according to the "stair rule."
 - i. Halls wide, well lighted, and absolutely free from obstructions.
 - j. Outer doors furnished with "panic bolts" which can be opened from inside by slight pressure.
 - k. Automatic sprinklers in store room and fuel room.
3. See that the building is constructed according to the specifications.

NUCLEUS FOR A SCHOOL LIBRARY.

A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are all adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library where books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their homes and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesops Fables, Gardner. A Flanagan & Co., 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co., 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co., 25 cents.

4. Stories of Colonial Children (Prim.), Pratt. Ed. Publishing Co., 40 cents.
5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co., 40 cents.
6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co., 30 cents.
7. Nature Stories (Prim.), Animals, Tame and Wild, Davis, Ed. Publishing Co., 40 cents.
8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldredge, 50 cents.
9. Washington and His Country (Int.), Fiske. Ginn & Co., 60 cents.
10. Wonder Book for Boys and Girls (Prim.), Hawthorne, Ed. Publishing Co., 40 cents.
11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co., 36 cents.
12. Natural Reader Primer (Prim.), Ball. Ginn & Co., 25 cents.
13. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.
14. History Primer (Prim.), Gerson. Hinds, Noble & Eldredge, 50 cents.
15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co., 50 cents.
16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co., 60 cents.
17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst. A. Flanagan & Co., 35 cents.
18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co., 40 cents.
19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co., 60 cents.
20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co., 50 cents.
21. Great Americans for Little Americans (Prim.), Eggleston. American Book Co., 40 cents.
22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co., 30 cents.
23. American History Stories, Vols. I and II (Int.), Pratt. Ed. Publishing Co., 36 cents each.
24. The Jungle Book (Int.), Kipling. Century Co., \$1.50.
25. A Child's History of England (Int.), Dickens. H. Altemus Co., 50 cents.
26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co., 35 cents.
- 27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath, 25 cents and 35 cents.

29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath, 40 and 50 cents.

31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. American Book Co., 50 cents.

32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co., 40 cents.

33. Leaves From Nature's Story Book, Vol. I (Prim.), Kelly. Ed. Publishing Co., 40 cents; Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co., 40 cents.

34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co., 25 cents.

35. Thirty More Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.

36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co., 36 cents.

37. Outdoor Secrets (Int.), Boyle. A. Flanagan & Co., 35 cents.

38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co., 40 cents.

39. Black Beauty (Int.), Sewell. A. Flanagan & Co., 30 cents.

40. Once Upon A Time Stories (Prim.), Hix, Longmans, Green & Co., 25 cents.

BOOKS FOR TEACHERS' LIBRARY.

- ARNOLD. Waymarks for Teachers. Silver, \$1.25.
- BAGLEY, WM. CHANDLER. The Educative Process. Macmillan. \$1.25.
- . Classroom Management. Macmillan. \$1.25.
- BALDWIN, JOSEPH. Elementary Psychology and Education. Appleton. \$1.50.
- . Psychology Applied to the Art of Teaching. Appleton. \$1.50.
- . School Management and School Methods. Appleton. \$1.50.
- BOONE, RICHARD G. Education in the United States. Appleton. \$1.50.
- BRADBY, H. C. Rugby School. Macmillan. \$1.50.
- BRYAN. The Basis of Practical Teaching. Silver.
- BUTLER, NICHOLAS M. The Meaning of Education. Macmillan. \$1.00.
- COMPAYRE, GABRIEL. Intellectual and Moral Development of the Child. Appleton. \$1.50.
- CHUBB, PERCIVAL. The Study and Teaching of English. Macmillan. \$1.00.
- CLOW. Economics as a School Study. Macmillan.
- COIT, STANTON. Ethics for Teachers. Macmillan. \$1.00.
- COMMITTEE OF SEVEN. The Study of History in Schools. Macmillan. 50 cents.
- CRONSON, BERNARD. Methods in Elementary School Studies. Macmillan. \$1.25.
- DAVIDSON, THOMAS. The Education of the Greek People. Appleton. \$1.50.
- DE GARMO, CHARLES. Interest and Education. Macmillan. \$1.00.
- . Principles of Secondary Education. Macmillan. \$1.25.
- DEXTER, EDWIN GRANT. History of Education in the United States. Macmillan. \$2.00.
- DEWEY, JOHN. School and Society. University Press.
- DE GUIMPS, ROGER. Life and Works of Pestalozzi. Appleton. \$1.50.
- DUTTON, S. T. Social Phases of Education. Macmillan. \$1.25.
- ECKOFF, WM. J. Herbart's A B C of Sense-Perception. Appleton. \$1.50.
- FINDLAY, J. J. Principles of Class Teaching. Macmillan. \$1.25.
- FOUILLEE, ALFRED. Education from a National Standpoint. Appleton. \$1.50.
- FROEBEL, FRIEDERICH. Education of Man. Appleton. \$1.50.
- . Pedagogics of the Kindergarten. Appleton. \$1.50.
- . Educational Laws. Appleton. \$1.50.
- . Education by Development. Appleton. \$1.50.

- HARRIS, WILLIAM T. Psychologic Foundations of Education. Appleton. \$1.50.
- HALLECK, R. P. The Education of the Central Nervous System. Macmillan. \$1.00.
- HAMILTON, SAMUEL. The Recitation. Lippincott.
- HANUS, P. H. Educational Aims and Values. Macmillan. \$1.00.
- HERBART, J. F. Outlines of Educational Doctrine. Macmillan. \$1.25.
- . A Text Book in Psychology. Appleton. \$1.00.
- HINSDALE, B. A. How to Study and Teach History. Appleton. \$1.50.
- HORNE, HERMAN H. Psychological Principles of Education. Macmillan. \$1.75.
- HUEY. Psychology and Pedagogy of Reading. Macmillan.
- . Philosophy of Education. Macmillan. \$1.50.
- KLEMM, L. R. European Schools. Appleton. \$2.00.
- . Higher Education of Women in Europe. Translation. Appleton. \$1.00.
- LOCKE, JOHN. Thoughts on Education. Macmillan. \$1.00.
- LUCKEY. The Professional Training of Secondary Teachers in the United States. Macmillan.
- McMURRY, C. A. and F. M. The Method of the Recitation. Macmillan. 90 cents.
- McMURRY, CHARLES A. Special Method in the Reading of English Classics. Macmillan. 75 cents.
- . Elements of General Methods. Macmillan. 90 cents.
- . Special Method in Primary Reading and Oral Work. Macmillan. 60 cents.
- . Special Method in Geography. Macmillan. 70 cents.
- . Special Method in History. Macmillan. 75 cents.
- . Special Method in Elementary Science. Macmillan. 75 cents.
- . Special Method in Arithmetic. Macmillan. 70 cents.
- . Special Method in Language in the Eight Grades. Macmillan. 70 cents.
- . Nature Study Lessons for Primary Studies. Macmillan.
- . Type Studies from United States Geography. Macmillan. 50 cents.
- MONROE, PAUL. A Text Book in the History of Education. Macmillan. \$1.90.
- McLELLAN and DEWEY. The Psychology of Number. Appleton. \$1.50.
- MONTAIGNE. The Education of Children. Appleton. \$1.00.
- MORRISON, GILBERT B. The Ventilation and Warming of School Buildings. Appleton. \$1.00.
- OPPENHEIM, NATHAN. Mental Growth and Control. Macmillan. \$1.00.
- O'SHEA, M. V. Dynamic Factors in Education. Macmillan. \$1.25.
- PAINTER. A History of Education. Appleton. \$1.20.
- PAYNE. Public Elementary School Curricula. Silver. \$1.00.

- PAYNE, W. H. Rousseau's Emile; or, Treatise on Education. Appleton. \$1.50.
- PUTNAM. Manual of Pedagogics. Silver. \$1.50.
- PICKARD, J. L. School Supervision. Appleton. \$1.00.
- QUICK, ROBERT H. Essays on Educational Reformers. Appleton. \$1.50.
- REDWAY, J. W. The New Basis of Geography. Macmillan. \$1.00.
- ROWE, S. H. The Physical Nature of the Child. Macmillan. 90 cents.
- SHAW, E. R. School Hygiene. Macmillan. \$1.00.
- SAUNDERS, THOMAS E. Management and Methods. Claude J. Bell Co., Nashville, Tenn.
- SEELEY, LEVI. History of Education. A. B. Co. \$1.25.
- SHELDON, HENRY D. Student Life and Customs. Appleton. \$1.20.
- THORNDYKE, EDWARD L. Principles of Teaching. A. G. Seiler, N. Y.
- THRING, EDWARD. Theory and Practice of Teaching. Macmillan.
- WARE, FABRIAN. The Educational Foundations of Trade and Industry. Appleton. \$1.20.
- WARNER, F. Growth and Training of the Mental Faculties. Macmillan. \$1.00.
- WELTON, J. The Logical Basis of Education. Macmillan. \$1.00.
- WILSON, LUCY J. W. Picture Study in Elementary Schools. Macmillan. 90 cents.
- . Domestic Science Manual. Macmillan. 90 cents.
- ZIMMERN, A. Methods of Education in the United States. Macmillan. \$1.00.
- FOGHT, HAROLD W. American Rural School. Macmillan. \$1.25.
- FLESHMAN, ARTHUR C. Educational Process. Lippincott. \$1.25.
- MURPHY, D. C. Turning Points in Teaching. Flanagan. 75 cents.
- McMURRAY, FRANK M. How to Study. Houghton. \$1.25.
- BAILY, L. H. The State and the Farmer. Macmillan. \$1.00.
- BRIGGS and COFFMAN. Reading in Public Schools. Row, Peterson. \$1.25.
- BUCK, EDITH C. A Guide to the Teachers' Mastery. Parrott, Waterloo, Iowa. \$1.00.
- BRUMBAUGH, MARTIN G. The Making of a Teacher. S. S. Times Co., Philadelphia, Pa. \$1.25.
- BIRDSEYE, CLARENCE F. The Reorganization of Our Colleges. Baker & Taylor Co. \$1.75.
- BROWN, JOHN F. The American High School. Macmillan. \$1.25.
- McKEEVER, WM. A. Psychological Method in Teaching. Flanagan. \$1.25.
- LEONARD, MARY H. Grammar and Its Reasons. Barnes. \$1.25.
- KEITH, JOHN A. H. Elementary Education. Scott Foresman. \$1.00.
- KEY, ELLEN. The Education of the Child. Putnam. 75 cents.
- DRAPER, ANDREW S. American Education. Houghton. \$1.60.
- GRAVES, FRANK P. History of Education Before the Middle Ages. Macmillan. \$1.25.
- GILBERT, CHAS. B. The School and Its Life. Silver. \$1.00.

- GILLETTE, JOHN M. Vocational Education. A. B. Co. \$1.00.
- ADAMS, JOHN. Exposition and Illustration in Teaching. Macmillan. \$1.00.
- CHAMBERLAIN, ARTHUR H. Standards in Education. A. B. Co. \$1.25.
- SEELEY, LEVI. Elementary Pedagogy. Hinds & Noble. \$1.25.
- . School Management. Hinds & Noble. \$1.25.
- SOGARD, JOHN. Public School Relationship. Hinds. \$1.25.
- ELIOT, CHAS. W. Educational Reform. Century. \$1.50.
- EARHART, LIDA B. Teaching Children to Study. Houghton. 75 cents.
- HALL, G. STANLEY. Aspect of Child Life and Education. Ginn. \$1.50.
- . Youth, Its Education, Regimen and Hygiene. Appleton. \$1.50.
- HUGHES, EDWIN H. The Teaching of Citizenship. Wilde. \$1.00.
- TAYLOR, JOS. S. Class Management. Barnes. 75 cents.
- HOLLISTER, HORACE A. High School Administration. Heath & Co., Boston.
- JONES, W. F. Principles of Education. Macmillan.
- PARTRIDGE, G. E. The Nervous Life. Sturgis & Walton, N. Y.
- DUTTON & SNEDDEN. Administration of Public Education in the U. S. Macmillan.
- COSGROVE, CHAUNCEY P. The Teacher and the School. Scribners.
- CHANCELLOR, WM. E. Class Teaching and Management. Harpers.
- KERSCHENSTEINER, GEORGE. Education for Citizenship. Rand McNally.
- HASKINS, FRED. The American Government. Lippincott. 80 cents.
- KEMP, E. L. History of Education. Lippincott. \$1.25.
- GARBER, JOHN P. Annals of Educational Progress. Lippincott. \$1.25.
- GRICE. Home and School. Christopher Sower Co. 40 cents.
- BAGLEY, W. C. Educational Values. Macmillan. \$1.10.
- . Craftsmanship in Teaching. Macmillan. \$1.10.
- COLVIN, S. S. The Learning Process. Macmillan. \$1.25.
- GRAVES, FRANK P. Great Educators of Three Centuries. Macmillan. \$1.10.
- . History of Education During the Middle Ages. Macmillan. \$1.10.
- . History of Education in Modern Times. Macmillan. \$1.10.
- MONROE, PAUL. Brief History of Education. Macmillan. \$1.25.
- LEWIS, W. D. Democracy's High School. Houghton. 60 cents.
- HAYNES, JOHN. Economics in the High School. Houghton. 60 cents.
- FAIRCHILD, ARTHUR H. R. The Teaching of Poetry in the High School. Houghton. 60 cents.
- CUBBERLEY, ELLWOOD P. Rural Life and Education. Houghton. \$1.50.
- TERMAN, LEWIS M. Hygiene of the School Child. Houghton. \$1.65.
- HOAG and TERMAN. Health Work in the Schools. Houghton. \$1.60.
- EMERSON, MABEL I. The Evolution of the Educational Ideal. Houghton. \$1.00.
- GOULD, F. J. Moral Instruction. Longmans.

- DARROCH, ALEX. Education and the New Utilitarianism. Longmans.
- MORAN, THOS. F. The English Government. Longmans.
- BOURNE, HENRY E. The Teaching of History and Civics. Longmans.
- YOUNG, J. W. A. The Teaching of Mathematics. Longmans.
- CARPENTER, BAKER & SCOTT. The Teaching of English. Longmans.
- CHARTERS, W. W. Teaching the Common Branches. Houghton.
- BARNES, WALTER. English in the Country School. Row, Peterson.
- SHERMAN and REED. Essentials of Teaching Reading. University Publishing Co.
- BETTS and HALL. Better Rural Schools. Bobbs, Merrill.
- SMITH. All the Children of All the People. (Teachers Edition.) Macmillan. \$1.10.
- STRAYER, GEO. D. Brief Course in the Teaching Process. Macmillan. \$1.25.
- TAYLOR. Principles and Methods of Teaching Reading. Macmillan. 90 cents.
- THORNDYKE, EDW. L. Education. Macmillan. \$1.25.
- HART. Educational Resources of Villages and Rural Communities. Macmillan. \$1.00.
- BANCROFT, JESSIE H. Games. Macmillan. \$1.50.
- McKEEVER, W. A. Training the Boy. Macmillan. \$1.50.
Training the Girl. Macmillan. \$1.50.
- SISSON. Essential of Character. Macmillan. \$1.00.
- MONROE, PAUL. Cyclopedia of Education. Macmillan. 5 Vol. \$25.00.
- THORNDYKE, EDW. L. Original Nature of Man. Teachers' Col. Columbia University, N. Y. \$2.50.
- STEVENS, E. Y. Guide to the Montessori Method. Stokes. \$1.00.
- PINTNER, R. Experimental Psychology and Pedagogy. Macmillan. \$3.75.
- WUNDT, W. M. Introduction to Psychology. Macmillan. 90 cents.
- DESSOIR, MAX. Outlines of the History of Psychology. Macmillan. \$1.60.
- RUSSELL, J. E. First Course in Philosophy. Holt. \$1.50.
- MARVIN, W. T. A First Book in Metaphysics. Macmillan. \$1.50.
- COLVIN, S. S. and BAGLY, W. C. Human Behavior. Macmillan. \$1.00.
- MAGNUSSON, P. M. Psychology as Applied to Education. Silver. \$1.50.
- DRESSLAR, F. B. School Hygiene. Macmillan. \$1.25.
- BURKS, FRANCES WILLISTON and JESSE D. Health and the School, A Round Table. Appleton. \$1.50.
- BANCROFT, JESSIE H. Posture of School Children. Macmillan. \$1.50.
- SILL, E. M. The Child: Its Care, Diet and Common Ills. Holt. \$1.25.
- WEIMER, H. The Way to the Heart of the Pupil. Macmillan. 60 cents.
- HUNT, H. E. Psychology and Auto-Education. Bardeen. 50 cents.
- BARDEEN, C. W. The Shattered Halo. Bardeen. \$1.00.
- DRAPER, A. S. Weaknesses of Universities. Bardeen. 50 cents.
- MILNER, FLORENCE. The Teachers. Scott, Foresman. \$1.25.

- STRAYER, G. D., THORNDYKE, E. L. Educational Administration. Macmillan. \$2.00.
- GRAY, C. T. Variations in the Grade of High School Pupils. Warwick & York. \$1.25.
- McMURRY, F. M. Elementary School Standards. World Book Co. \$1.50.
- HOLMES, W. H. School Organization and the Individual Child. Davis Press. \$2.00.
- Twelfth Year-Book of the National Society for the Study of Education. Parts I, II. University of Chicago Press.
- Reports of Investigations by Members of the Society of College Teachers of Education. Number II. University of Chicago Press.
- GILBERT, C. B. What Children Study and Why. Silver. \$1.50.
- LASELLE, M. A. and WILEY, K. E. Vocations for Girls. Houghton. 85 cents.
- KING, IRVING. Education for Social Efficiency. Appleton. \$1.50.
- SNEATH, C. H. and G. HODGES. Moral Training in School and Home. Macmillan. 80 cents.
- BERKOWITZ, HENRY. New Education in Religion. Jewish Chautauqua Soc. \$1.25.
- BROWNLEE, JANE. Character Building in School. Houghton. \$1.00.
- GREGORY, B. C. Better Schools. Macmillan. \$1.25.
- WEEKS, ARLAND D. The Education of Tomorrow. Sturgis & Walton. \$1.25.
- FERRER, FRANCISCO. Origin and Ideal of the Modern School. Putnam. \$1.00.
- HOWERTH, IRA WOODS. The Art of Education. Macmillan. \$1.00.
- O'SHEA, M. V. Everyday Problems in Teaching. Bobbs, Merrill. \$1.25.
- FINLAY-JOHNSON, HARRIET. The Dramatic Method of Teaching. Ginn & Co. 30 cents.
- CUTLER & STONE. The Rural School. Silver.
- HALLISTER, HORACE A. The Administration of Education in A Democracy. Scribners.
- WHIPPLE & STERN. The Psychological Method of Testing Intelligence. Warwick & York. \$1.25.
- HUEY, EDMUND B. Backward and Feeble-Minded Children. Warwick & York. \$1.40.
- FINKELSTEIN, I. E. The Marking System in Theory and Practice. Warwick & York. \$1.00.

HIGH SCHOOLS.

A SUMMARY OF REQUIREMENTS FOR HIGH SCHOOLS.

FIRST GROUP.

In order that First Group High Schools may comply with the requirements of the School Law and the By-Laws of the State Board of Education they must satisfy the following conditions:

1. A bona fide enrollment of 80 or more students.
2. Four or more academic teachers—full time or equivalent.
3. A four years' course of at least 36 actual school weeks in each year.
4. All courses of study shall conform to those prescribed by the State Board of Education.
5. Salary of principal shall be \$1,200 or more and that of assistants, regularly employed, not less than \$500 annually, and same shall be increased for experience as provided by Ch. 651, Acts 1914.
6. In addition to the regular academic course, shall provide manual training and household economic courses.
7. Must provide a commercial or an agricultural course.
8. A library of at least 100 volumes related to secondary work.
9. A separate room set aside as a laboratory, suitable for experimental and demonstration work in Physics, Chemistry and Agriculture. (This does not mean part of a recitation room.)
10. At least \$250 worth of apparatus and material for science work, until the State Board increases this minimum.
11. The diploma must show the course taken, group of school and number of years of instruction given. The form shall be prescribed by the State Superintendent, and each diploma shall be signed by him before being issued to high school graduates.
12. Qualifications of all teachers shall be passed upon by the State Board of Education.

SECOND GROUP.

In order that Second Group High Schools may comply with the requirements of the School Law and By-Laws of the State Board of Education they must satisfy the following conditions:

1. A bona fide enrollment of 35 or more students.
2. Two or more academic teachers—full time or equivalent.
3. A three years' course of at least 36 actual school weeks in each year.

4. All courses of study shall conform to those prescribed by the State Board of Education.

5. Salary of principal shall be \$1,000 or more and that of assistants, regularly employed, not less than \$500 annually, and same shall be increased for experience as provided by Ch. 651, Acts 1914.

6. In addition to the regular academic course, shall provide one of the following three courses: Manual Training, Agriculture, Commercial Work.

7. May extend course to four years by the employment of such additional teacher or teachers as the State Board may require and where this is done the manual training course shall include household economics for girls.

8. A library of at least 100 volumes related to secondary work.

9. A separate room set aside as a laboratory, suitable for experimental and demonstration work in Physics, Chemistry and Agriculture. (This does not mean part of a recitation room.)

10. At least \$250 worth of apparatus and material for science work, until the State Board increases this minimum.

11. The diploma must show the course taken, group of school and number of years of instruction given. The form shall be prescribed by the State Superintendent. Each diploma shall be signed by him before being issued to high school graduates.

12. Qualifications of all teachers shall be passed upon by the State Board of Education.

THE TEACHER OF AGRICULTURE IN THE HIGH SCHOOL.

BY J. E. METZGER,

State Supervisor of Secondary Agriculture.

With the advent of the agricultural high school came the demand for teachers for this new type of school work. Inasmuch as the secondary schools were formed in nearly all of the States the demand became general; and, on account of the deficiency in the supply of trained teachers many positions are filled by teachers who possess only a partial preparation for the work. The agricultural colleges are responding to the new demand by forming departments of instruction for the preparation of teachers, but there necessarily must be some lapse of time before a sufficient supply of trained teachers of secondary agriculture will be available.

The present teachers of secondary agriculture in Maryland present a rather varied degree of preparation for the work. The teacher with merely a general science training is likely to be deficient in the practical application of scientific agriculture and make serious mistakes as an agricultural adviser in a community. The teacher who has had a Liberal

Arts training and whose only preparation for the work is previous farm experience is usually deficient in both the science and the reasons for farm practices. A common notion among school officials exists that the teacher must be a specialist in some particular phase of agriculture. The highly specialized agricultural man is inclined to be too technical in his instructions or is apt to over emphasize his specialty. It is therefore desirable to secure a teacher who has had a general agricultural education, re-enforced by a thorough training in the closely allied Sciences, Languages, Pedagogy, and the Art of teaching. Such a teacher will lay a broad foundation for the pupils of the high school rather than have them specialize at such an early age, and he will not make the subject subservient to the general sciences. He will in due time become sufficiently allied to local agricultural industries as to be of special service to the community. In addition to his collegiate training, it is highly desirable that he shall have had farm experience.

Other considerations being equal, the agricultural teacher should be a native of the State, and should have received his training in the State Agricultural College. The home teacher is more likely to be familiar with State problems, local types of agriculture as well as with the school system. In addition he is almost sure to show a greater professional interest than the transient from another State.

One of the great problems, at present, is the retention of an efficient teacher for any great length of time. This is due to the great demand for these men in other agricultural pursuits and to the limited supply of trained teachers. The problem may be reduced to a minimum by the employment of home teachers, by the adjustment of salaries and by increasing the length of the term of service. The agricultural teacher should be employed for the entire year in order that he may render the greatest possible service to the community. By employing him for a longer term his position will be on an equal footing with other agricultural callings, thus reducing the possibility of losing his services when he has become a valuable adjunct to the high school and community.

The personality is as important a consideration in the employment of the agricultural teacher as is his collegiate training. He comes in closer contact with the life of the rural community than any other school official. He, through his exemplary habits, diligence, ability to do things, and general culture, must be able to command the respect of the entire community. The boy in the school must feel that his teacher knows whereof he speaks, and the parent must be assured that the child is being directed by one who is qualified to instill the correct ideals of farm life and its possibilities.

TEACHERS' YEAR BOOK

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PUBLIC HIGH SCHOOLS OF THE FIRST GROUP.

Approved by the State Board of Education, Year Ending July 31, 1914.

Number	Counties	Name and Location of School	Principal	Salary of Principal	Number of Academic Teachers	Salary of Assistants	No. Pupils Enrolled		
							Male	Female	Total
1	Allegheny	Allegheny Co. (Cumberland)	William M. Tinker	\$ 1,500.00	7	\$660—\$ 902	90	128	218
2	"	Central (Lonaconing)	Arthur F. Smith	1,800.00	4	627—1,000	38	77	115
3	"	Deall (Frostburg)	Olvin R. Rice	1,500.00	5	550—1,000	63	92	155
4	Anne Arundel	Annapolis (Annapolis)	Louise Linthicum	1,200.00	5	650—1,000	54	119	173
5	Baltimore	Catonville (Catonville)	R. E. de Russy	1,800.00	5	500—1,000	65	65	130
6	"	Franklin (Reisterstown)	H. H. Murphy	1,800.00	5	600—1,000	77	74	151
7	"	Towson (Towson)	Arthur C. Crommer	1,800.00	5	640—1,000	88	78	166
8	"	Sparrows Pt. (Sparrows Pt.)	Joseph Blair	1,800.00	4	500—1,000	38	55	93
9	Carroll	Caroline (Denton)	J. Walter Huffington	1,400.00	4	500—700	35	61	96
10	"	Westminster (Westminster)	Chas. H. Kolb	1,200.00	4	550—1,050	35	65	100
11	Cecil	Cecil County (Elkton)	Edwin B. Fockler	1,400.00	4	500—900	40	61	101
12	Dorchester	Cambridge (Cambridge)	James B. Noble	1,200.00	5	500—950	64	112	176
13	Frederick	Boys' (Frederick)	Amos Burgee	1,200.00	4	720—1,100	170		170
14	"	Girls' (Frederick)	Charles H. Remsburg	1,200.00	4	500—750	142		142
15	"	Brunswick (Brunswick)	R. G. Harley	1,200.00	4	500—600	43	60	103
16	Garrett	Oakland (Oakland)	C. E. Bender	1,246.65	4	516—841	42	49	91
17	Harford	Havre de Grace (Ha'e de Grace)	J. Herbert Owens	1,350.00	4	600—1,000	36	46	82
18	Howard	Ellicott City (Ellicott City)	Minnie L. Murphy	1,200.00	4	500—800	33	54	87
19	Kent	Chestertown (Chestertown)	Mark Cressy	1,300.00	4	500—850	48	77	125
20	Montgomery	Montgomery Co. (Rockville)	Charles G. Myers	1,200.00	4	500—900	32	66	98
21	Prince George	Laurel (Laurel)	Roger I. Manning	1,200.00	4	600—850	35	35	70
22	Queen Anne	Centerville (Centerville)	T. Stuart Luck	1,300.00	4	400—1,100	42	73	115
23	Somerset	Crisfield (Crisfield)	Frederick E. Gardner	1,200.00	4	525—600	37	78	115
24	Talbot	Easton (Easton)	Sydney S. Handy	1,400.00	4	525—800	41	52	93
25	Washington	Male (Hagerstown)	John D. Zentmyer	1,400.00	4	700—1,080	179		179
26	"	Female (Hagerstown)	John B. Houser	1,400.00	4	700—1,080	195		195
27	Wicomico	Pocomoke (Salisbury)	J. Frank McBeck	1,200.00	5	540—800	85	138	223
28	Worcester	Pocomoke (Pocomoke City)	E. Clarke Fontaine	1,200.00	5	500—600	41	90	131
29	"	Snow Hill (Snow Hill)	Arthur C. Humphreys	1,200.00	4	500—700	34	51	85
		Totals		\$39,496.65	127		1535	2220	3805
		Averages		1361.95	4.38		54.65	76.56	131.21

STATE OF MARYLAND

PUBLIC HIGH SCHOOLS OF THE FIRST GROUP—(Continued).
Approved by the State Board of Education, Year Ending July 31, 1914.

Number	Name of School	Average Attendance	Aggregate Attendance	Number Days in Session	Enrollment by Years				No. Graduates	Academic	Commercial	Manual Training	Agricultural	Household Economics	State Appropriation
					1st Year	2nd Year	3rd Year	4th Year							
1	Allegany Co.	179	31,332	175	116	59	23	20	18	203	15	86	...	117	2,500
2	Central	104	18,015	174	43	29	17	26	24	72	30	38	...	77	2,300
3	Beall	139	23,577	170	58	31	40	26	19	125	43	63	...	92	2,400
4	Annapolis	154	29,292	190	74	38	32	29	26	147	26	49	...	81	2,400
5	Catonville	103	18,272	178	62	32	20	16	15	118	12	65	...	65	2,400
6	Franklin	133	23,774	179	59	40	28	24	24	123	28	77	...	74	2,400
7	Towson	135	24,492	182	80	40	26	20	20	151	15	88	...	78	2,400
8	Sparrows Point	75	13,784	185	45	15	14	19	19	76	17	38	...	55	2,300
9	Caroline	85	14,654	172	37	20	25	14	14	86	...	35	10	61	2,300
10	Westminster	85	14,785	175	52	14	21	13	13	69	21	35	...	65	2,300
11	Cecil County	89	15,249	171	44	26	20	11	11	90	11	40	...	52	2,300
12	Cambridge	153	29,013	190	79	46	34	17	16	26	24	58	...	100	2,400
13	Frederick Boys	157	28,379	174	64	46	24	36	36	134	36	134	105	...	2,300
14	Frederick Girls	125	21,636	174	55	41	21	25	25	123	19	...	...	140	2,300
15	Brunswick	89	15,523	174	40	27	20	16	16	85	18	43	...	60	2,300
16	Oakland	74	12,867	172	34	16	32	14	9	72	19	42	...	46	2,300
17	Hayre de Grace	75	14,379	193	32	19	15	16	16	68	14	36	...	53	2,300
18	Ellicott City	109	19,768	186	41	17	17	10	10	76	9	32	...	77	2,300
19	Chestertown	69	12,109	176	42	27	16	26	25	104	21	48	...	65	2,300
20	Montgomery Co.	69	12,061	175	42	20	6	13	12	86	12	32	...	75	2,300
21	Laurel	106	18,755	178	50	31	27	21	17	84	13	58	...	75	2,300
22	Centreville	93	16,374	175	37	34	29	24	24	80	17	39	17	64	2,300
23	Crisfield	75	14,016	185	42	19	21	15	15	100	15	32	...	29	2,300
24	Easton	161	28,089	175	70	45	38	26	24	149	30	179	...	195	2,300
25	Hagerstown, Male	167	29,196	183	66	48	47	36	34	176	19	...	...	138	2,300
26	Hagerstown, Female	192	22,788	171	60	82	46	35	29	207	16	...	...	78	2,400
27	Wicomico	108	18,714	174	48	32	27	23	17	113	18	...	...	78	2,400
28	Pocomoke	69	11,964	173	33	21	13	18	13	78	7	31	...	47	2,300
29	Snow Hill														
	Totals	3,246	566,659	5,161	1,532	948	724	595	551	3,101	538	1,557	132	2,033	\$67,700
	Averages		19,540	177.97					19.0						

PUBLIC HIGH SCHOOLS OF THE SECOND GROUP.

Approved by the State Board of Education, Year Ending July 31, 1914.

TEACHERS' YEAR BOOK

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Number	Counties	Name and Location of School	Principal	Salary of Principal	No. Teachers	Salary of Assistants	No. Pupils Enrolled		Total
							Male	Female	
1	Allegheny	Barton (Barton).....	Gilbert C. Cooling...	\$ 1,298.00	3 1/2	\$627—	9	32	41
2	"	Westport (Westport).....	O. H. Bruce.....	1,342.00	4	649—	17	47	64
3	Baltimore	Agricultural (Sparks).....	E. G. McCloskey.....	1,800.00	4	800—	36	32	68
4	"	Federalburg (Federalburg).....	A. C. Brower.....	1,000.00	2 1/2	500—	24	37	61
5	"	Ridgely Agricultural (Ridgely).....	Nona P. Whiteford.....	1,400.00	3	560—	20	18	38
6	"	Preston (Preston).....	G. O. Mudge.....	1,000.00	3	500—	23	28	51
7	Carroll	Mt. Airy (Mt. Airy).....	Frank R. Young.....	1,000.00	2	550—	25	35	60
8	Cecil	Chesapeake City (Chesapeake City).....	Hugh W. Caldwell.....	1,000.00	2 1/2	600—	16	27	40
9	"	Calvert Agricultural (Calvert).....	Alfred B. McVey.....	1,000.00	2 1/2	600—	28	24	52
10	"	North East (North East).....	E. C. Kiehn.....	1,000.00	3	550—	15	23	38
11	Frederick	Hurlock (Hurlock).....	Guy Johnson.....	1,000.00	3	500—	30	36	66
12	"	Middletown (Middletown).....	E. C. Kiehn.....	1,000.00	2	540—	33	34	67
13	"	Thurmont (Thurmont).....	H. D. Beachley.....	900.00	2	500—	13	26	39
14	Garrett	Friendsville (Friendsville).....	E. A. Browning.....	1,038.88	2	500—	26	33	59
15	Harford	Aberdeen (Aberdeen).....	C. Milton Wright.....	1,200.00	3	500—	13	28	41
16	"	Bel Air (Bel Air).....	W. H. H. White.....	1,500.00	3	500—	30	48	78
17	"	Highland (Street).....	Edgar R. Hauver.....	1,000.00	2 1/2	500—	19	31	50
18	"	Jarrettsville (Jarrettsville).....	Charles H. Schuster.....	1,000.00	3	500—	27	28	55
19	Kent	Rock Hall (Rock Hall).....	Walter H. Davis.....	1,000.00	3	500—	18	27	45
20	Montgomery	Sherwood (Sandy Spring).....	W. K. Klingaman.....	1,000.00	2	500—	27	26	53
21	"	Brookville (Brookville).....	Thomas W. Troxell.....	1,000.00	2	500—	17	32	49
22	"	Gaithersburg (Gaithersburg).....	Julian F. Walters.....	1,000.00	2	500—	10	29	39
23	"	Burratsville (Clinton).....	E. S. Burroughs.....	1,000.00	3	500—	17	33	50
24	Prince George	Baden (Baden).....	W. R. C. Connick.....	1,000.00	2	650—	19	26	45
25	"	Marlboro (Marlboro).....	J. Stafford Jackson.....	1,000.00	2	550—	8	28	36
26	Queen Anne	Stevensville (Stevensville).....	C. H. Cordrey.....	1,000.00	2	500—	17	23	40
27	Somerset	Tri-County (Queen Anne).....	Henry E. Adams.....	1,000.00	2	500—	32	23	55
28	Talbot	St Michaels (St Michaels).....	Nellie R. Stevens.....	1,000.00	2 1/2	550—	10	27	37
29	"	Oxford (Oxford).....	W. Galen Vansant.....	1,000.00	2 1/2	500—	14	31	45
30	"	Trappe (Trappe).....	Chas. E. Tilghman.....	1,000.00	2	500—	12	22	34
31	Wicomico	Delmar (Delmar).....	Morris L. Stier.....	1,000.00	2 1/2	500—	10	28	38
32	"	Pockshoro (Baltimore).....	H. R. Brockbill.....	1,000.00	3	500—	18	23	41
33	Washington	Buckingham (Berlin).....	Nettie B. Carey.....	1,000.00	3	500—	14	24	38
34	"	Stockton (Stockton).....	John S. Hill.....	1,000.00	2	500—	18	32	50
35	Worcester	"	"	"	"	"	10	23	33
36	"	"	"	"	"	"	"	"	"
Totals.....				\$38,278.88	94		688	1057	1745
Averages.....				\$ 1,063.31	2.6		19.11	29.36	48.47



STATE OF MARYLAND

PUBLIC HIGH SCHOOLS OF THE SECOND GROUP—(Continued).

Approved by the State Board of Education, Year Ending July 31, 1914.

Number	Name of School	Average Attendance	Aggregate Attendance	Number Days in Session	Enrollment by Years				No. Graduates	Academic	Commercial	Manual Training	Agricultural	Household Economics	State Appropriation
					1st Year	2nd Year	3rd Year	4th Year							
1	Barton	36	6,272	174	15	10	11	5	5	33	8	..	..	..	1,400
2	Westport	49	8,405	173	39	14	14	3	9	57	7	36	36	32	1,400
3	Sparks Agri.	54	10,065	184	26	18	17	9	7	40	21	..	..	30	1,400
4	Federalburg	52	8,494	171	21	20	12	..	..	38	..	20	33	18	1,400
5	Ridgely Agri.	30	5,091	171	14	16	12	..	12	50	..	..	..	..	1,400
6	Preston	43	7,542	174	24	17	11	..	..	32	..	..	..	..	1,400
7	Mt. Airy	49	8,565	175	24	17	11	7	7	32	12	..	27	..	1,400
8	Chesapeake City ..	31	5,310	171	18	7	7	8	8	35	..	52	52	..	1,400
9	Calvert Agri.	41	7,228	178	20	11	10	5	5	32	..	15	..	23	1,400
10	North East	28	5,179	179	20	6	7	6	6	38	7	..	..	..	1,400
11	Hurlock	52	9,172	178	26	26	8	12	12	31	14	..	22	..	1,400
12	Middletown	63	10,927	173	28	13	14	..	..	39	..	..	..	..	1,400
13	Thurmont	32	6,248	163	23	8	8	..	12	54	10	13	..	..	1,400
14	Friendsville	44	7,834	172	22	24	13	..	..	55	..	..	..	28	1,400
15	Aberdeen	34	6,553	192	20	9	7	5	5	41	15	..	20	..	1,400
16	Bel Air	67	12,998	193	24	25	12	19	16	30	..	..	..	..	1,400
17	Highland	38	7,269	191	14	9	11	16	14	30	..	..	21	..	1,400
18	Jarrettsville	45	8,642	191	16	19	9	7	7	33	..	45	..	..	1,400
19	Rock Hall	37	6,738	182	12	17	9	4	4	53	..	..	27	26	1,400
20	Sherwood	46	7,699	165	24	12	13	..	14	44	5	17	..	32	1,400
21	Gaithersburg	38	6,719	176	21	12	15	..	10	37	..	..	..	29	1,400
22	Brooksville	27	4,766	173	24	4	11	..	9	39	7	..	16	31	1,400
23	Surrattsville	38	6,740	176	11	11	16	12	12	26	..	..	19	26	1,400
24	Baden	38	6,577	173	18	12	8	..	..	31	5	..	..	..	1,400
25	Marlboro	28	4,472	*160	15	19	9	..	7	31	9	..	..	..	1,400
26	Stevensville	26	4,759	182	15	14	11	..	..	30	6	..	..	..	1,400
27	Tri-County	24	4,193	177	12	9	15	..	..	68	..	32	..	36	1,400
28	Washington	15	10,310	175	23	24	14	7	7	41	16	..	..	..	1,400
29	St. Michaels	31	5,684	186	11	9	12	5	4	21	..	..	..	..	1,400
30	Oxford	39	7,043	182	16	14	6	6	6	32	2	..	..	..	1,400
31	Trappe	26	4,774	186	18	16	4	6	6	38	..	..	..	..	1,400
32	Sharptown	31	5,390	172	15	6	11	6	6	38	..	10	..	28	1,400
33	Delmar	32	5,548	171	15	14	6	6	6	41	..	18	..	23	1,400
34	Boonsboro	30	4,988	170	27	6	5	..	..	38	..	..	..	..	1,400
35	Buckingham	37	6,478	174	17	19	9	5	4	44	6	18	..	32	1,400
36	Stockton	27	4,757	176	10	11	8	4	4	33	..	10	..	23	1,400
Totals		1358	248,329	6,357	698	493	369	192	234	1,372	154	286	304	424	\$50,400
Averages			6,898	176.6					6.5						

* New.

PUBLIC SCHOOL ANNIVERSARIES.

WASHINGTON'S BIRTHDAY.

(Monday, February 22, 1915.)

SUGGESTIVE PROGRAM.

Marching Song: DeKoven, "Recessional".....Kipling
 Essay: "Why Washington Refused a Crown."
 Song: "American Hymn".....Keller
 Recitation: "George Washington".....Wallace
 Dancing Mennet in Colonial Costume. Music: "Menuet" from
 "Don Giovanni".....Mozart
 Recitation: "Washington's Birthday".....Youths' Companion
 Song: "Our Country's Heroes".....From the German
 Essay: "George Washington's Commandments.
 Song: "America."

RECESSIONAL.

Words by Rudyard Kipling.

Music by Reginald DeKoven.

God of our fathers, known of old
 Lord of our far flung battle line,
 Beneath whose awful Hand we hold
 Dominion over palm and pine.
 Lord God of Hosts, be with us yet,
 Lest we forget, Lest we forget!

The tumult and the shouting dies,
 The Captains and the Kings depart,
 Still stands Thine ancient sacrifice
 An humble and a contrite heart.
 Lord God of Hosts, be with us yet,
 Lest we forget, Lest we forget!

Far called our navies melt away—
 On dune and headland sinks the fire—
 Lo, all our pomp of yesterday
 Is one with Nineveh and Tyre!
 Judge of the nations, spare us yet,
 Lest we forget, Lest we forget!

If drunk with sight of power we loose
Wild tongues that have not Thee in awe,
Such boasting as the Gentiles use,
Or lesser breeds without the law,
Lord God of Hosts, be with us yet,
Lest we forget, Lest we forget!

For heathen heart that puts her trust
In reeking tube and iron shard,
All valiant dust that builds on dust,
And guarding calls not Thee to guard,
For frantic boast and foolish word,
Thy mercy on Thy people, Lord!
Amen!

WASHINGTON'S BIRTHDAY.

I wonder if George Washington,
When he was nine years old,
Turned out his toes and brushed his hair,
And always shut the door with care,
And did as he was told.
I wonder if he never said, "O dear! O dear!"
When he was sent to bed.

And now, my boy, whose birthday comes
With Washington's today,
You may not be to Congress sent,
You may not be the President,
Although, perhaps, you may;
But each who does the best he can, may be,
Like him, a famous man.

—*Youths' Companion.*

GEORGE WASHINGTON.

(Tune, "Maryland, My Maryland.")

We sing a hero, brave and true,
Washington, George Washington,
A man to love and honor, too,
Washington, George Washington,
Serene and grave and firm and strong
To fight for right and wrong,
A hero worthy of our song,
Washington, George Washington.

We sing one who no evil spake,
 Washington, George Washington;
 Who suffered much for country's sake,
 Washington, George Washington;
 When jealous hate, with bitter word,
 Assailed him, patiently he heard,
 And only love of country stirred
 Washington, George Washington.

We sing a hero, true and grand,
 Washington, George Washington.
 Whose strength and wisdom saved our land,
 Washington, George Washington.
 His name shall still be honored more
 As years go by than e'er before,
 His praises sounded o'er and o'er;
 Washington, George Washington.

—Selected.

OUR FLAG.

Pupil—This is our flag, and may it wave
 Wide over land and sea,
 Though others love a different flag,
 This is the flag for me.

All—(concert)—And that's the flag for all our land
 We will revere no other;
 And he who loves this symbol fair,
 Shall be to us a brother.

Pupil—America! the land we love
 Our broad fair land so free;
 And schoolmates, whereso'er I go,
 This is the flag for me.

All—(concert)—And that's the flag. * * * *

Pupil—These glorious stars and radiant stripes
 With youthful joy I see;
 May no rude hand its beauty mar!
 This is the flag for me.

All—(concert)—And that's the flag. * * * *

A RALLY.

Little folks come marching forth,
Little feet, keep time,
In the East and West and North
And the Southern clime.
Lay your lesson books away,
Leave your sums undone;
We must celebrate today
Brave George Washington.
Little yet you understand
All his worth and truth;
Only know he saved the land,
Faithful from his youth.

—*Youths' Companion.*

TRIBUTE OF PRESIDENTS TO THE MEMORY OF WASHINGTON.

The life of our Washington can not suffer by comparison with those of other countries who have been celebrated and exalted by fame. The attributes and decorations of royalty only have served to eclipse the majesty of those virtues which made him, from being a modest citizen, a more resplendent luminary.

Misfortune, had he lived, could hereafter have sullied his glory only with those superficial minds, who, believing that characters and actions are marked by success alone, rarely deserve to enjoy it.

Malice could never blast his honor, and envy made a singular exception to her universal rule. For himself he had lived enough to life and to glory. For his fellow citizens, if his prayers could have been answered, he would have been immortal.—*Remarks upon the death of Washington by President John Adams.*

His mind was great and powerful without being of the very first order; his penetration strong, though not so acute as that of Newton, Bacon or Locke; and as far as he saw, no judgment was ever sounder.—*Thomas Jefferson.*

Washington, whose sword was never drawn but in the cause of his country, and never sheathed when wielded in his country's cause.—*John Quincy Adams.*

To be a patriot is to love one's country; it is to be ready and willing, if need comes, to die for the country, as a good seaman would die to save his ship and his crew.

Yes, to love our country, to work so as to make it strong and rich, to support its government, to obey its laws, to pay fair taxes into the treasury, to treat our fellow citizens as we love to be treated ourselves—this is to be good American patriots.—*Dole*.

Every good citizen makes his country's honor his own, and cherishes it not only as precious but as sacred. He is willing to risk his life in its defense, and is conscious that he gains protection while he gives it.—*Andrew Jackson*.

Never can we duly appreciate the merits of a Washington, who, with but a handful of undisciplined yeomenry, triumphed over a royal army, and prostrated the Lion of England at the feet of the American eagle.—*William Henry Harrison*.

Washington is the mightiest name on earth; long since the mightiest cause of civil liberty; still mightiest in the cause of moral reformation.

On that name a eulogy is expected. It can not be. To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it.

In solemn awe pronounce the name, and in its noted deathless splendor, leave it shine on.—*Abraham Lincoln*.

In the Revolution and in the period of constructive statesmanship immediately following it, for our good fortune it befell us that the highest military and the highest civic attributes were embodied in Washington, and so in him we have one of the undying men in history—a great soldier, if possible and even greater statesman, and, above all, a public servant whose lofty and disinterested patriotism rendered his power and ability—alike in fought fields and in council chambers—of the most far-reaching service to the Republic.—*Theodore Roosevelt*.

Washington and Lincoln—the man who did most to found the Union, and the man who did most to preserve it—stand head and shoulders above all other public men, and have by common consent won the right to this pre-eminence.—*Theodore Roosevelt*.

WASHINGTON'S ROCK.

On the brow of the mountain in the rear of Plainfield, N. J., at an elevation of 400 feet, there stands a very large rock about 23 feet high and over 30 feet in circumference, which is called Washington's rock.

Its summit offers a fine position for taking an extensive view of the surrounding country, which lies at the feet of the spectator, as level

as a map for a circuit of 60 miles. In the summer of 1777 the American army was stationed at New Market, Middlebrook, and other places on this plain. After the retreat of Sir William Howe from New Brunswick, and upon his marching from Amboy to where Plainfield now is, Washington retreated to the heights in face of the enemy. A skirmish took place between the advance guard of Howe's army and Lord Stirling's division, and upon the approach of the column under Cornwallis, Stirling was obliged to retreat. Howe pursued him to Westfield and the next day returned to Amboy. Washington at this time was on the rock watching the operation of the armies on the plain. At various other times he resorted to this place to ascertain the movements of the enemy.

THE STAR-SPANGLED BANNER.

FRANCIS SCOTT KEY, 1780-1843.

O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, bombs bursting in air,
Gave proof thro' the night that our flag was still there.

Chorus.

O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:

Chorus.

'Tis the star-spangled banner: O, long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has wash'd out their foul foot-steps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:

Chorus.

And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O thus be it ever when free-men shall stand

Between their lov'd home and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the pow'r that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"

Chorus.

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

OUR COUNTRY'S HEROES.

(Music from the German.)

Hail to the heroes who fought for our nation,
Patriots who for Freedom died!
Hail to the men who were foremost in danger,
When there were foes on every side!
Hail to the men so brave in strife,
During our nation's struggle for life,
When there were foes on every side.

Hail to the leader in our revolution,
Washington, first in Freedom's land!
Hail to the brave who were true to their banner
Honored and loved their names shall stand!
Over our nation, far and near,
Ever their memory we will revere,
Honored and loved their names shall stand.

AMERICAN HYMN.

(Music by M. Keller.)

Speed our Republic, O Father on high!
Lead us in pathways of justice and right;
Rulers as well as the ruled, one and all,
Girdle with virtue—the armor of might!
Hail; three times hail to our country and flag!
(Repeat last three lines.)

Rise up, proud eagle, rise up to the clouds,
Spread thy broad wings o'er this fair western world!
Fling from thy beak our dear banner of old,
Show that it still is for Freedom unfurled!
Hail! three times hail, etc.

GEORGE WASHINGTON.

(Edna Kingsley Wallace.)

The first in peace, the first in war,
And in the heart of every one,
His name is honored near and far,
The great George Washington!

In all the pictures that I see,
He is so very big and tall,
I wonder, when he cut the tree,
If he was really small?

MARYLAND DAY.

Thursday, March 25, 1915.

Commemorating the Landing of Lord Baltimore's Colony, March 25, 1634.

TOPIC FOR 1915: "THE PUBLIC SCHOOL SYSTEM OF MARYLAND."

Topics discussed since "Maryland Day" was first celebrated in the schools:

1904—"The Landing of the Pilgrims."

1905—"Religious Toleration in Maryland."

1906—"Maryland's Influence in Founding a National Commonwealth."

1907—"Beginnings of Popular Government in Maryland."

1908—"Maryland's Part in Winning Our Independence."

1909—"Maryland's Contribution to American Literature."

1910—"Education in Maryland."

1911—"Marylanders of National Fame."

1912—"The Founding of the Maryland Colony and Its First Half Century."

1913—"The Ancient City and How It Came to be the Capital of Maryland."

1914—"Our Historic Metropolis."

REFERENCE FOR THE 1915 TOPIC.

Education in Maryland — Steiner and others.

Report of a Committee of the Board of State Aid and Charities on the Educational Situation in Maryland.

Reports of State Board of Education, especially Report of 1909.

A Comparative Study of Public School Systems in the Forty-Eight States by Russell Sage Foundation.

The Public School Laws and By-Laws, 1914 Edition.

The State Course of Study for Public Elementary and High Schools, including Courses for Normal Schools, Departments of Pedagogy in Colleges and Teachers' Training Courses in High Schools.

Rural Life and Education — Cubberley.

The American Rural School — Foght.

American Education — Draper.

The Administration of Education in a Democracy — Hollister.

Administration of Public Education in the United States — Dutton and Snedden.

THE PUBLIC SCHOOL SYSTEM OF MARYLAND.

HISTORIC BACKGROUND.

By B. K. PURDUM.

No description of our Public School System could be well understood without some knowledge of the Historic Background which is so largely responsible for its present status.

Our Public School System as we have it today is a growth of comparatively recent years from a system that was such only in the sense that it was systematic in its lack of system.

From the date of the founding of the Maryland Colony in 1634 up to the year 1671 there was probably no thought of establishing schools. Children invariably received their elementary instruction from their parents, after which the more wealthy landholders sent their children to England for their higher education, where at the same time they could become acquainted with their kinsfolk and acquire the manners of polite society.

The delay in establishing schools can be better understood by a glance at the social and economic conditions of the Colony during those early times.

Maryland was founded by a Lord Proprietary who actually held title to all of the land. He made no attempt to establish a titled nobility, but he granted much of the land in large tracts to his relatives and friends. These manors, as they were called, were scattered along both sides of the Chesapeake Bay and back on its navigable tributaries. Many persons were brought into the province by these well-to-do settlers and they worked for them for a number of years as servants in payment of their passage. When their passage was paid they either became tenants of their landlords or obtained smaller grants farther back from the Bay; thus keeping the population continually scattered. There was almost no tendency to collect into towns. St. Mary's City was never more than a village, and Annapolis had only about forty houses at the end of the seventeenth century. With the population so scattered there was, of course, little opportunity for the establishment of schools. As time went on relation with the Mother Country grew less intimate, with a corresponding decrease in educational influence. The better thinking classes consequently realized that in order to maintain the policy of the Colonial government, and keep up the standard of citizenship, some scheme of

education either wholly or partly supported and controlled by the Colony was necessary.

A feeling of independence had begun to manifest itself and the settlers did not care to depend indefinitely on the Mother Country for clergymen, and people sufficiently educated to serve as office-holders; with the result that on April 13, 1671, a bill was introduced in the Colonial Assembly for the founding of a school or college within the province for the education of the youth in learning and virtue. This bill brought on a fight between the Upper House, which had a Catholic majority, and the Lower House, which was strongly Protestant. They were unable to agree as to whether the school should be established at Annapolis or St. Mary's, and whether the teachers should be Protestant or Catholic, with the result that the bill was defeated.

Other efforts were made to pass acts for the encouragement of education, but without any success, until the Session of 1694, and the act passed at that time was never put into effect. The Session of 1696 passed an act creating a corporation to consist of not more than twenty persons, with power to make laws and rules to govern all schools to be established under the Colonial Government, and seemed to recognize the principle upon which our present State Board of Education is founded.

This body was styled the Rectors, Governors, Trustees, and Visitors of the Free Schools of Maryland. Their plan was to establish one school in each of the twelve then existing counties. There was no direct tax imposed for schools, and their income consisted of revenues derived, from time to time, from a tax on skins, tobacco, negroes, bachelors, and voluntary contributions. The first school established under this act was at Annapolis, and was known as King William's School. When the revenue became sufficient the second was to have been established at Oxford in Talbot county. This was never done, and the one at Annapolis proved to be the only one ever established of the twelve originally planned.

By 1717 the people had lost hope of a school for each county, under the Act of 1696, and began an agitation for some other plan. Consequently in 1723 an Act was passed establishing a corporation for each county consisting of seven persons and styled "The Visitors of the Free Schools of Maryland," and given the same power for their respective counties as had been given the previous body for the entire Colony. Thus for the first time the county is recognized as a unit of supervision and administration.

This scheme accomplished much, but did not by any means provide school facilities for the children of all communities. Neighbors not in reach of the County Free School would join together and employ a teacher or master who was invariably imported from England and had to be sold for a term of years to pay for his passage. During this period a colonist by the name of Boucher in writing to a friend in England makes the startling statement that two-thirds of the education in the

Colony is derived from instructors who are either indentured servants or transported felons. Not a ship arrives, he states, with either redemptioners or convicts in which school masters are not as regularly advertised for sale as weavers, tailors, and those of other trades. As late as 1774 John Hammond, near Annapolis, offers for sale a school master, who has two years to serve, and states in his advertisement that he is sold for no fault any more than we are done with him. I simply mention these instances to show the difficulties encountered by those of this period who sought to give their children an education.

The earliest schools established in the counties under the provisions of the Act of 1723 had by the end of that century developed mostly into secondary schools known as academies, and other elementary schools began to spring up, but they were entirely under county control with no central body to exert any influence over them until the year 1865.

A good idea can be obtained as to the condition of primary education in the State for fifty years previous to the establishment of the State System by quoting from an article on this subject by the late Basil Sollers, who, after discussing the failure to carry out the Act of 1825, said:

“From this time the State is fully committed, and though lack of means prevented the realization of a State System of education before the period of the Civil War, the duty of providing primary schools throughout the State was fully recognized and many efforts, partial or general, were made to fulfill it. The volumes of the law are crowded with special acts for counties, for districts in counties, for individual schools, showing a vast amount of scattered effort, which doubtless was not entirely without results. Indeed, in some counties fairly good primary schools existed before 1856 when the agitation for a State System was again renewed.”

The following paragraph from the message of Governor Ligon to the Legislature of 1856 shows that public men who had the responsibility of government upon them realized the chaotic condition of public education in the State at this time:

“The system of public education in Maryland is in a state of the most utter and hopeless prostration. Our plan of public instruction must be constructed anew, made uniform in its operations throughout the State, supported more liberally by State and county resources, and, above all, it should be made subject to some controlling supervisory power through whom all its operations should be annually communicated and made public, or it will fail to meet the exigency of our condition or be attended with any public benefit.”

The Legislature failed to heed this powerful blast of the trumpet, but it was probably due to the fact that other trumpets were blasting—the life of the Union was at stake. Governor Ligon's advice in reference to the establishment of some central controlling supervisory power did not

bear fruit until the meeting of the Constitutional Convention of 1864, when a quite comprehensive article providing for the establishment of a State School System was included in the Constitution adopted by that body.

Following the adoption of this Constitution, Governor Bradford appointed Dr. Libertus VanBokkelen as the first State Superintendent of Education. He was a native of New York, from whence he had come in 1845 as rector of St. Timothy's Church at Catonsville, where he later established St. Timothy's Hall, which soon won the reputation of being the best private school in the South. He was at the head of this school when appointed. The Governor charged him with the duty of visiting other States where School Systems had been established and preparing in detail the plans for a system in Maryland, which could be enacted into law by the Legislature of 1865. His plan as he prepared it was comprehensive and complete, covering all phases of education from the elementary school to the State University. His plan in brief was to have a uniform system of common schools throughout the State qualifying pupils for admission into any of the high schools and academies; a uniform course of instruction in these qualifying pupils for admission into the freshman class of any one of the then existing colleges; a uniform course of scientific, classical, and mechanical instruction in these colleges (leaving each free to adopt added specialties) qualifying their graduates for admission into the law, medical, or mechanical departments of a State University. His plans for higher education were never carried out, but insofar as they applied to the common schools they were enacted into law and formed the basis upon which our present system is constructed.

The Act passed by the Legislature of 1865 established as had been recommended by the State Superintendent a State Board of Education, which with the Superintendent had unchecked control. They prescribed the text-books, appointed the commissioners for the counties, regulated their number, removed them at will, and issued a uniform code of detailed rules to be carried out by them.

At the time of the adoption of the Constitution of 1864 the State was controlled by pro-northern influences, and Dr. VanBokkelen, himself, was a very ardent advocate of the cause of the Union. When the right of franchise was restored to all citizens a new Constitution was the natural result, and the one adopted in 1867 cleared the decks completely and provided only that the general assembly "shall by law establish throughout the State a thorough and efficient system of free public schools." There was an instinctive prejudice against all who had taken part in the State government under the Constitution of 1864, and the method adopted to get rid of so competent an official was to abolish the office itself. This the Constitution of '67 in conjunction with the Legislature of the following year did.

We were then for two years without either a State Board of Education or a State Superintendent. A Board of three trustees controlled the Normal School, which had been established in 1865, and its principal was required to compile the State School Report. The next Legislature (1870) re-established the State Board of Education and made the principal of the Normal School ex-officio State Superintendent. Dr. M. Alexander Newell, who later became an educator of national reputation, was the incumbent at that time. He developed a profound educational psychology, but saw clearly only the professional side of his work. He had no conception of a thoroughly organized school system embracing the entire State. His best efforts were devoted to the interests of the State Normal School, and in this work he met with phenomenal success. His work as State Superintendent was mainly along the line of improvement of the personnel of the teaching force. His work in the county institutes and teachers' meetings was nothing less than marvelous in its effect on the spirit and enthusiasm of the teachers and the uplift of professional standards. Still the administrative and physical side of the work received little attention and the systems in the different counties tended to differentiate in proportion to the variation in financial support, and the efficiency of the County Superintendent.

In the year 1890 Dr. Newell was succeeded in office by Dr. Elijah Barrett Prettyman, who was a polished gentleman of culture, refinement, and scholarly attainments, but he loved his study and his books more than the prosecution of campaigns for educational progress. The result was that no radical changes were made during his administration, and advancement was naturally slow and conservative.

The Legislature of 1900 passed an act which again separated the office of State Superintendent of Public Education from that of the principalship of the Maryland State Normal School. The passage of this act with the subsequent appointment of Dr. M. Bates Stephens as State Superintendent meant the beginning of a new era in public education in Maryland.

In addition to possessing a liberal academic education, Superintendent Stephens had the advantage of more than ten years' experience in public school work — first as a teacher, and later as a County Superintendent. He came to his task unhampered by prejudice or tradition, with exceptional native tact and diplomacy so necessary in the work of harmonizing, unifying, and standardizing the varied educational interests and ideals which had developed independently in the twenty-three counties during the years which had preceded.

He has proven himself versatile enough to see all sides of his problem and has developed a clear conception of a public school system embracing the entire State. As his ideals have been realized one after another a remarkable balance has been maintained — professional progress always keeping pace with administrative organization and the physical growth

of the system. What has been accomplished during his administration, which is still in progress, is evidenced by the present condition of our State School System.

THE SYSTEM AS IT NOW IS.

The first State School System, which was established in 1865, was swept away by the Constitution of 1867, as indicated by the foregoing historical sketch. That system, unlike the present, centralized practically all authority and control in the State Department.

This centralization was so complete that the reaction which followed abolishing the State Board of Education and the office of the State Superintendent appears to have been a natural result. Legislation which followed this first reaction recognized at once the importance of having (1) a State Board of Education to which could be entrusted the general care and supervision of educational matters affecting the State; (2) a county school board having control of educational matters affecting a county; and (3) a board of district school trustees having limited supervision over educational matters affecting a school district.

Legislation since 1874 has not only extended and broadened the work of these three departments, but has tended to establish an exceptionally well poised division of control between the State and county school authorities. Our system seems almost ideal when we compare it with that of many other States wherein the function of school control is vested, almost entirely, in either the State, the county or the district authority.

THE STATE BOARD OF EDUCATION.

This Board consists of eight members, six of whom are appointed by the Governor; two every two years; the State Superintendent of Education, who is also appointed by the Governor, and the Governor are members ex-officio. They are required to hold regular meetings quarterly and special meetings when necessary.

There is an annual appropriation of \$3,000 for the expenses of meetings, employment of clerical help and the maintenance of its office, which shall be at Annapolis.

They are charged with the duty of enforcing the school laws and may institute legal proceedings for that purpose.

They are given authority to enact by-laws for the administration of the public school system, which after being published shall have the force of statutory law.

They have power to remove or suspend a county school superintendent for inefficiency, incompetency or such moral delinquency as unfits him for his duties.

They shall explain the true intent and meaning of the law and decide all controversies and disputes arising under it, and its decision shall be final.

They are required to prepare uniform blanks for records and accounts, and given power to require all school authorities to use them.

They are required to examine candidates for the office of county superintendent if requested to do so by the County School Board.

They may issue life certificates to teachers of long experience and established reputation.

They are required to prescribe the conditions of scholarship, study and residence upon which academic, collegiate or professional degrees are issued by the educational institutions in the State, and publish annually a list of approved colleges and universities and determine the standards for their approval.

They have authority to issue teachers' certificates to graduates of departments of pedagogy of reputable colleges or universities.

They are charged with the duty of receiving and passing upon all applications for the retirement of teachers under the law.

They are given entire control and management of the three State Normal Schools.

They are required to publish annually the State school report setting forth the condition of the schools throughout the State.

They are required to make an annual inspection of all high schools and certify a list of same to the Comptroller showing the amount of State aid to which they are respectively entitled according to the law.

They have authority to pass upon the qualifications of all high school teachers.

They shall prescribe the course in pedagogy for the teachers' training department when established in approved high schools and shall regulate the certification of graduates of these departments.

They shall prepare the course of study for all high schools and have authority to make any by-law for their government and control.

The State Board of Education is at the same time an administrative, a legislative and a judicial body. It has doubtless been the intention of the Legislature to give this Board full power to plan, organize and fix standards in a general way for a complete and uniform State system of public education without interfering with the county boards in the details of the administration of this system in the respective counties.

The State Superintendent of Public Education, in addition to being a member of the State Board of Education, its secretary and executive officer, has a number of important duties and powers separate from that of the Board, such as the approval of teachers' certificates from other States, inspection and approval of high schools and colored industrial work, supervision of teachers' institutes, appointment of subordinates in his office and the preparation and publication of reports, bulletins and the like.

THE BOARD OF COUNTY SCHOOL COMMISSIONERS.

The Board of County School Commissioners consists of six members in six of the twenty-three counties of the State and of three members in each of the other counties. They are appointed by the Governor for terms of six years—one-third each two years. They are required to organize each even year on the first Tuesday in May, by the election of one of their members as president, and a person not a member as secretary and treasurer, who shall also serve as county superintendent of public education.

This Board is constituted by law a body politic and corporate and holds title to all school property and funds of their respective counties. They are given full power to perform, subject to the provisions of law, all duties necessary to secure an efficient administration of the public school system; they shall build, repair and furnish school houses; they shall adopt, purchase and distribute text-books, appoint assistant teachers, consolidate schools, appoint clerks and supervisors, fix the salaries of teachers and other employees, purchase all necessary supplies, determine boundaries of school districts, pass on appointment of school principals by district school trustees, select and purchase sites for school houses, appoint attendance officers, medical inspectors, and, in fact, direct all of the details necessary for the proper conduct of the schools for their respective counties subject to restrictions set forth in the law and the general supervision of the State Department.

The county superintendent is the executive officer of the board, and as its professional expert has a number of professional duties and powers aside from those of his board, such as the examination of teachers, classification of certificates and entire supervision of the professional side of the school work.

DISTRICT SCHOOL TRUSTEES.

The Board of District School Trustees consists of three persons appointed for terms of one year by the Board of County School Commissioners. Their control is limited to educational matters of a single public school. Their most important duty is the appointment of the principal teacher. This appointment, however, is subject to the confirmation of the County Board and must be a person holding a certificate to teach in the county in which the school is located. They are responsible for the care of the school plant and may make minor purchases and repairs without the consent of the County Board.

Space does not permit our going into greater detail, but the following topics are suggested for essays by school pupils, several of which should be read at the Maryland Day exercises:

State Normal Schools.

Teachers' Institutes.

Teachers' Associations.

District Libraries.
Public Schools of Baltimore City.
High Schools.
Colored Schools.
Sources of Income for Schools.
Compulsory Attendance.
Medical Inspection.
Our Leading Colleges.

SEVERAL PLANS OF SCHOOL ORGANIZATION AND ADMINISTRATION.

A number of different units are made the basis of school administration and supervision in the several States of the United States; chief among these are the *district*, the *township* and the *county*.

The district is the smallest unit possible and consists of the geographical area from which the children come to attend a single school. The governing authority is in the hands of a board of trustees or school committee who levy the school tax, select the site and erect the building, employ teachers, purchase books and supplies, fix and pay salaries. This system is still in use in some entire States and parts of others, but the tendency toward larger units now seems to be general. Under this system a reasonably uniform State system seems impossible since districts with a small taxable basis and a relatively large number of children of school age are wholly unable to offer school facilities equal to those offered by the wealthy districts.

The township is a larger unit of control and is the one in use almost entirely in New England (Connecticut excepted), New Jersey, Pennsylvania, Ohio, and many of the Western States. In the East the township has for its basis an important town, but includes the surrounding rural districts and often smaller towns and villages, while in the West it is more often the mathematical area approximately six miles square. The township as a unit is superior to the district since it is larger and affords a better opportunity for the equalization of school expenditures.

The report of the Committee of Twelve of the N. E. A. on Rural Schools has the following to say on the advantages of the township over the district as a unit of school control:

1. If the schools of a township are under a single board elected from the township at large, school houses will far more likely be built where they are needed than under the other system.
2. Equality of school provision will be much more fully secured in respect to school houses and grounds, length of school terms, and the ability and character of teachers.

3. The tendency will not be to multiply schools unduly, but to restrict their number, bringing together more scholars, and thus making better classification, grading, and teaching possible, and increasing the interest and enthusiasm of the pupils.
4. Better supervision can be secured. The county superintendent can deal more effectively and easily with one board in a township than with six, ten or twelve; while township and township-union supervision will be greatly promoted.
5. Simplicity and economy of administration will be facilitated, and the sense of official responsibility enhanced.
6. The tendency will be to employ teachers for longer terms, and thereby to restrict, in a considerable degree, the evils that flow from frequent changes.
7. The strifes and contentions between districts that are now not infrequent will be prevented.
8. Transfers of pupils from school to school will be made more easy.
9. The reason last to be mentioned is perhaps the strongest of all. The relations of the township-unit system to school consolidation have already been suggested. The township system does not necessitate such consolidation, although it is likely to work that way; but consolidation is wholly dependent upon that system; schools will not be consolidated in great numbers if a plurality of district school boards have to do the work.

The county as a unit of school administration and supervision is gaining rapidly in favor. Several States are at this time conducting campaigns for legislation leading to this change.

In the well-populated States the average county has an area of about 500 square miles. This seems to be neither too large nor too small. The area can be conveniently covered by a well organized supervisory force, and is large enough to justify the thorough equipment of an administrative office with stenographer, clerk and up-to-date devices, records, filing systems, etc. The equalization of school expenditures is further facilitated. The importance and extent of the work of the County Board necessitates their becoming familiar with their work, and with rather long terms, as they should have, they really become in a sense administrative experts resulting in economy and wisdom of expenditures unknown to the district board.

The variety of teaching positions in a county offers opportunities for adjusting individual teachers to positions which suit their peculiar nature, which is impossible to be accomplished in a district, and much less facilitated in a township.

The employment of a trained superintendent can well be afforded, as can also such special subordinates as elementary and grammar grade

supervisors, separate supervisors for household economics, manual training, music and rural extension work.

In Maryland the county has been the unit since the establishment of a State system in 1865—it is probably the only State in the Union where this system is unmodified. There are absolutely no independent districts or towns. The twenty-three counties and Baltimore City, which is not in a county, constitute the only school units in the State. All public school education is under the control of the boards of these twenty-four jurisdictions. Making the county the unit for the collection and distribution of the State School Tax, as is done in Maryland, results advantageously to the promotion of education as a State problem. The School Tax is collected in Maryland on the taxable basis of the several counties and Baltimore City, and distributed on the basis of population of school age. This results in Baltimore City and the wealthier counties bearing a portion of the burden of education in the poorer counties, and thereby insuring reasonably good schools throughout the entire State.

Dr. Cubberley, Professor of Education at the Leland Stanford University, makes the following observations on the operation of the county system in Maryland, using the conditions in Baltimore county largely as the basis of his conclusions:

1. The County Board of School Commissioners is a continuing body of citizens, only one-third going out of office at one time, and is thus able to plan and to execute a continuing educational policy.
2. The County Board is free to go anywhere it wishes to secure the kind of man it desires for county superintendent, to appoint him and to fix his salary.
3. The County Board is free to retain his services continuously, without the interference of party politics or the chances of a biennial political election. Efficiency, not politics, is the basis of his retention in office.
4. The County Board is also free to appoint assistant superintendents, special supervisors, assistant supervisors, stenographers and clerks, as they deem necessary, and to fix their salaries, and without having first to ask the County Board of Supervisors or the Legislature for permission to do so. They are free, as such boards ought to be, to make progress as fast as they think desirable, instead of being tied, hand and foot, by uniform laws.
5. The County Board is also able to consolidate schools and transport pupils; to improve buildings and sanitary conditions; to provide a uniformly long term; to increase and standardize the salaries of teachers throughout the county; to enforce the employment of good teachers for all schools; and to add new schools and new forms of instruction, where and as seems desirable—and all because of its control of the schools of the county as a unit. Their work is exactly analogous to that of a city board of education for a city.

ARBOR AND HIGHWAY DAY.

(Date to be determined by proclamation of the Governor.)

SUGGESTIVE PROGRAM.

Song—"April"	.....The School
Address—"How a Patrons' Club Could Help the School"	.....A Trustee or Patron
Song—"Spring Song"	.....The School
Recitation—"The Violet"	.....A Pupil
Motion Song—"Song of the Loaf of Bread"	.....Primary Pupils
Essay—"How the Trees Help Roads and Farms"	.....Advanced Pupil
Reading or Recitation—Selected	.....A Pupil
Marching Song—"Come, Come, Come!"	.....The School
Tree Planting.	
Planting Song	.....The School

APRIL.

Words by Julius Altman.

Music by W. W. Gilchrist.

(1st Reader—New Educational Music Course—Ginn & Co.)

The winter days have vanished,
And spring at last awakes;
Bright glowing flowers are glowing,
And fragrant winds are blowing,
The world new glory takes.

Our joy and love forever
Seemed buried in the earth;
But spring with boundless measure,
To all our hearts brings pleasure,
And changes grief to mirth!

The sun in springtime splendour
Shines forth serene and bright;
We may a symbol borrow,
However dark our sorrow,
Night yields at last to light!

SPRING SONG.

Words by Louis C. Elson.

Music: Chopin's "Maiden's Wish."

List to the bluebird,
O'er the meadows winging,
Message of happiness to the earth 'tis bringing.
Joy bells are ringing, caroling, swinging,
Vanished is every sadness:
List to the bluebird,
O'er the meadows winging,
Message of gladness to the earth 'tis bringing.

See the bright sunbeams,
O'er the glad world glancing,
Swiftly and joyfully capering and dancing.
Leap to the measure,
Join in their pleasure,
Winter's long reign is ending:
See the glad sunbeams,
O'er the wide world glancing,
Swiftly descending,
Capering and dancing.

THE VIOLET.

Jane Taylor.

Down in a green and shady bed,
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view,
And yet it was a lovely flower,
Its colors bright and fair,
It might have graced a rosy bower,
Instead of hiding there.

Yet there it was content to bloom,
In modest tints arrayed,
And there diffused its sweet perfume,
Within the silent shade.
Then let me to the valley go,
This pretty flower to see,
That I may also learn to grow
In sweet humility.

SONG OF THE LOAF OF BREAD.

(From Riley and Gaynor's "Songs of the Child World," No. 1.)

See the busy farmer working in the field,
 That the earth may for us of her bounty yield.
 See the patient horses turning row on row,
 Plowing up the furrows back and forth they go.

See the busy sower casting forth the seed,
 Planting for a harvest 'gainst a time of need.
 See the yellow wheat-heads shining in the sun,
 Full of heavy kernels ripened every one.

See the busy miller grinding wheat to flour,
 See the mill-wheel turning with the water power.
 Make the soft white flower in a loaf of bread,
 So that all the hungry with it may be fed.

 COME, COME, COME.

Come, come, come, boys and girls come away,
 Once again 'tis Arbor Day,
 Leave your work, leave your play,
 Come and plant some trees.
 Hear the forest guardians cry
 'Neath the ax the forests die;
 Other trees, by and bye,
 Shall wave in the breeze.

Tra, la, la, la, la, la, la,
 Tra, la, la, la, la, la, la,
 Other trees, by and bye,
 Shall wave in the breeze.

Come, come, come, ere the earth, dry and bare
 Shows the need of forest care,
 In that care, have a share,
 Plant the trees anew.
 Houses built with no trees near
 From the wind have much to fear,
 Plant a grove, hold it dear
 As a friend to you.

Come, come, come, from your work, from your play,
Come for it is Arbor Day,
To the woods, proudly say,
 "Guardian I will be!"
Drop an acorn where the oak,
Fell beneath the woodman's stroke,
For each tree axes woke,
 Plant another tree.

PLANTING SONG.

(Melody, "America.")

Grow thou and flourish well,
Ever the story tell,
 Of this glad day!
Long may thy branches raise
To heaven our grateful praise,
Waft them on sunlight rays,
 To God away.

Deep in the earth today,
Safely thy roots we lay,
 Tree of our love!
Grow thou and flourish long,
Ever our grateful song
Shall its glad note prolong
 To God above!

GOD AND NATURE.

God touches with color the world of flowers,
Giving them bloom with his sunshine and showers
The lily of the valley, its white and green.
His dew lends the grass its wonderful sheen.

The blush of the rose with its fragrance rare
Atones for the touch of thorns that are there;
And his hand holds the brush that leaves a trace
On the pansy leaf, of a human face.

One flower he beckons to follow the sun
 And the cereus to bloom when the day is done;
 One patiently waits for a hundred years
 The touch of its God before it appears.

His pond lily graces and sweetens the bog
 And his mosses are born of a rotten log.
 His breezes are wings that fly hither and there
 To plant sweet flowers in the desert bare.

With His sun he ripens the generous wheat
 That gives to the hungry the bread they eat.
 He spins the silk and he tassels the corn,
 He makes the clover the meadows adorn.

His touch lends the oats their beauty and grace
 And over them all His love leaves a trace.
 No tree is too mighty, no plant is too small
 They are His creations, He loves them all.
 —“Dad” Stearns, from *Illinois Arbor and Bird Day Annual*.

VANISHING WILD FLOWERS.

Each returning spring brings us fewer and fewer wild flowers, and it often occurs now that a certain kind of flower is entirely absent from a place where a few years ago it was abundant. Unless some concerted action is taken, unless a campaign of education is undertaken, the wild flowers of the woods and waysides are doomed to extinction. This would be almost as great a calamity of the country, and injustice to coming generations, as would be the extermination of our wild birds.

These early wild flowers, these first emblems of resurrection, these impulsive responses of returning spring, these frail little bits of new life, are one of the strong but unconsidered influences that keep men in touch with the spiritual side of nature.

Shall commercialism and unthinking childhood be permitted to destroy this plan of Nature in the uplift of man?

—From “*Nature and Culture*.”

CULTIVATE THE FORESTS.

Many people consider the approaching timber famine with the same feeling of regret and helplessness with which they listen to the story of the extinction of the buffalo. They feel that both are wild things which must inevitably perish before the advance of civilization. But the

forest, unlike the buffalo, thrive in captivity. A large proportion of the trees in a wild forest are not best suited to our use. They are of the wrong species—like weeds in a garden—are too old or crooked and have a variety of other blemishes; and, while doing us little good themselves, they prevent the growth of better timber. To destroy all the original growth and then plant a new forest on the devastated area seems illogical, but it is neither impracticable nor unprofitable, as the experience of Germany and experiments in this country show. It is much easier, however, and more profitable, gradually to turn the wild forests into cultivated ones.

The French began to do this in the fourteenth century. * * * France, as thickly settled as it is, has maintained its cultivated timber for five hundred years, while the West with its scattered population is about to make an end of its wild forests in seventy-five years. In contrast to the forestry conditions of France are those of southern Tunis. It was once a very fertile country, but the Arab conquest destroyed all the trees and now the ruins of its old capital Sufetula, stands in an uninhabitable desert. "Not long after the conquest," says M. Jusseraud, "an Arab chronicler recalled in his book the former times of prosperity and added: 'But in those days, one could walk from Tripoli to Tunis in the shade.' "

—Arthur W. Page.

THE COUNTRY HOME.

Dear country home! Can I forget
The least of thy sweet trifles?
The window-vines that clamber yet,
Whose bloom the bee still rifles?
The roadside blackberries, growing ripe,
And in the woods the Indian Pipe?

Happy the man who tills the field,
Content with rustic labor;
Earth does to him her fullness yield,
Hap what may to his neighbor.
Well days, sound nights—oh can there be
A life more rational and free?

Dear country life of child and man.
For both, the best, the strongest,
That with the earliest race began,
And hast outlived the longest:
Their cities perished long ago;
Who first the farmers were we know.

—Richard H. Stoddard.

AN APPLE ORCHARD IN THE SPRING.

Have you seen an apple orchard in the spring?

In the spring?

An English apple orchard in the spring?

When the spreading trees are hoary

With their wealth of promised glory,

And the mavis sings its story,

In the spring.

Have you plucked the apple blossoms in the spring?

In the spring?

And caught their subtle odors in the spring?

Pink buds pouting at the light,

Crumpled petals baby white,

Just to touch them a delight—

In the spring.

Have you walked beneath the blossoms in the spring?

In the spring?

Beneath the apple blossoms in the spring?

When the pink cascades are falling,

And the silver brooklets brawling,

And the cuckoo bird soft calling,

In the spring.

If you have not, then you know not, in the spring,

In the spring,

Half the color, beauty, wonder of the spring,

No sweet sight can I remember

Half so precious, half so tender,

As the apple blossoms render

In the spring.

—*William Martin.*

A BALLAD OF TREES AND THE MASTER.

Into the woods my Master went,

Clean forspent, forspent.

Into the woods my Master came,

Forspent with love and shame.

But the olives they were not blind to Him,

The little gray leaves were kind to Him:

The thorn-tree had a mind to Him

When into the woods He came.

Out of the woods my Master went,
And He was well content.
Out of the woods my Master came,
Content with death and shame.
When Death and Shame would woo Him last,
From under the trees they drew Him last:
'Twas on a tree they slew Him — last
When out of the woods He came.

—*Sidney Lanier.*

THE FRIENDLY TREES.

I will sing of the bounty of the big trees,
They are the green tents of the Almighty,
He hath set them up for comfort and for shelter.

Their cords hath He knotted in the earth,
He hath driven their stakes securely,
Their roots take hold of the rocks like iron.

He sendeth into their bodies the sap of life,
They lift themselves lightly toward the heavens,
They rejoice in the broadening of their branches.

Their leaves drink in the sunlight and the air,
They talk softly together when the breeze bloweth,
Their shadow in the noon-day is full of coolness.

The tall palm trees of the plain are rich in fruit,
While the fruit ripeneth the flower unfoldeth,
The beauty of their crown is renewed on high for ever.

The cedars of Lebanon are fed by the snow,
Afar on the mountain they grow like giants,
In their layers of shade a thousand years are sighing.

How fair are the trees that befriend the home of man,
The oak, and the terebinth, and the sycamore,
The broad-leaved fig tree and the delicate silvery olive.

In them the Lord is loving to His little birds,
The linnets and the finches and the nightingales,
They people His pavilions with nests and with music.

The cattle also are very glad of a great tree,
They chew the cud beneath it while the sun is burning,
And there the panting sheep lie down around their shepherd.

He that planteth a tree is a servant of God,
He provideth a kindness for many generations,
And faces that he hath not seen shall bless him.

Lord, when my spirit shall return to Thee,
At the foot of a friendly tree let my body be buried,
That this dust may rise and rejoice among the branches.

—*Henry Van Dyke.*

THE FORESTS OF EUROPE.

At the dawn of history Europe was covered with immense primeval forests, in which the scattered clearings must have appeared like islets in an ocean of green. Down to the first century before our era the Hercynian forest stretched eastward from the Rhine for a distance at once vast and unknown; Germans whom Caesar questioned had traveled for two months through it without reaching the end. Four centuries later it was visited by the Emperor Julian, and the solitude, the gloom, the silence of the forest appear to have made a deep impression on his sensitive nature. He declared that he knew nothing like it in the Roman Empire. In our own country the wealds of Kent, Surrey, and Sussex are remnants of the great forest of Anderida, which once clothed the whole of the southeastern portion of the island. Westward it seems to have stretched till it joined another forest that extended from Hampshire to Devon. In the reign of Henry II the citizens of London still hunted the wild bull and the boar in the woods of Hampstead. Even under the later Plantagenets the royal forests were sixty-eight in number. In the forest of Arden it was said that down to modern times a squirrel might leap from tree to tree for nearly the whole length of Warwickshire. The excavation of ancient pile-villages in the valley of the Po has shown that long before the rise and probably the foundation of Rome the north of Italy was covered with dense woods of elms, chestnuts, and especially of oaks. Archeology is here confirmed by history; for classical writings contain many references to Italian forests which have now disappeared. As late as the fourth century before our era Rome was divided from central Etruria by the dreaded Cimirian forest, which Livy compares to the woods of Germany. No merchant, if we may trust the Roman historian, had ever penetrated its pathless solitudes; and it was deemed a most daring feat when a Roman general after sending two scouts to explore its intricacies, led his army into the forest and, making his way to a ridge of the wooded mountains, looked down on the rich Etrurian fields spread out below. In Greece beautiful woods of pine, oak, and other trees still

linger on the slopes of the high Arcadian mountains, still adorn with their verdure the deep gorge through which the Ladon hurries to join the sacred Alpheus; and were still, down to a few years ago, mirrored in the dark blue waters of the lonely lake of Pheneus; but they are mere fragments of the forests which clothed great tracts in antiquity, and which at a more remote epoch may have spanned the Greek peninsula from sea to sea.

—*J. G. Frazer.*

SOLITUDE AT ANTHONY POND.

Would I might speak with tongues of more than men
To tell the beauty of a quiet glen
Where timid birches cluster, each a maid
White-robed and slender, waiting half afraid
For what portentous hours may produce.
Would I might paint the hemlock and the spruce,
Glooming disdainful of the birches' fear
By that pure, ardent lake, where the red deer
Feed on the margin, sweet with fragrance brief
And dainty succulence of lily-leaf.
Here roams the fawn, unfrighted and alone,
Free as the breeze, pine-scented, and far flown
From mountain-sides; and here the buck and roe,
Grazing or drinking from the quiet flow,
Share with the lake its wild, bright purity.
Oh, fairer than man's fairest work to see
Is this true realm of silence and delight,
Of spicy scents, all flooded o'er with bright
Glory of summer skies. So lucent seems
This little lake of loveliness and dreams,
That clouds lie feathery light within its breast,
And all its polished stones are jewels dressed
By lapidaries to a sumptuous sheen
That adds an Asian richness to the scene;
While in and out glimmers the luring dye
Of racing trout in full-gemmed panoply.
Here, too, the heron blue, in lonely state,
Crosses the reeds with flight deliberate,
And lighting slowly on his log-made throne
Stands motionless, and kingly and alone.
Nor lovelier land might any king desire,
For where could freer burn the holy fire
Of wisdom pure and aspiration high
Than in so calm a spot and under such a sky!

—*Louise Morgan Sill.*

THE CITY MAN.

The city fellow has to plod
Most of his time.
He merely sees the golden rod
In current rhyme.

He has to toil to get the kale
To fill his purse.
He hardly ever sees a quail
Except in verse.

However, poets persevere
And point the way.
And he can tell that autumn's here
By what they say.

—*From Illinois Arbor and Bird Day.*

AN APRIL DAY.

When the warm sun, that brings
Seed-time and harvest, has returned again,
'Tis sweet to visit the still wood, where springs,
The first flower of the plain.

I love the season well.
When forest glades are teeming with bright forms,
Nor dark and many-folded clouds foretell
The coming-on of storms.

From the earth's loosened mould
The sapling draws its sustenance, and thrives;
Though stricken to the heart with winter's cold,
The drooping tree revives.

The softly-warbled song
Comes from the pleasant woods and colored wings
Glance quick in the bright sun that moves along
The forest openings.

Sweet April! many a thought
Is wedded unto thee, as hearts are wed;
Nor shall they fail, till, to its autumn brought,
Life's golden fruit is shed.

—*Longfellow.*

MAY.

And after April, when May follows,
And the white throat builds and all the swallows!
Hark, where my blossomed pear-tree in the hedge
 Leans to the field and scatters on the clover
Blossoms and dewdrops at the bent spray's edge—
 That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with heavy dew,
All will be gay when noontide wakes anew
The buttercups, the little children's flower,
Far brighter than this gaudy melon flower.

—*Browning.*

THE OLD CHESTNUT TREE.

Such an honest old tree!
 And he smiled as he stood
Like a giant of eld,
 In the edge of the wood;
For the summer was ended,
 The autumn grown old—
And his pockets were bulging
 With treasures of gold.

But that imp of the universe,
 Cunning Jack Frost—
Caring much for a frolic
 And naught for the cost!—
Won the old Chestnut's heart,
 With his flattering wiles;
And the tree showered gold
 In great glittering piles.

Not content with all this,
 Jack must do even worse:
He induced the old fellow
 To empty his purse.
Then he called in the Wind—
 'Twas a little too bad!—
And together they took
 All the old Chestnut had.

STATE OF MARYLAND

Yes, they left the old Chestnut
To hunger and cold,
And remorsefully squandered
His treasures of gold;
And they chuckled and whistled
In infinite glee,
At the trick they had played
On the honest old tree!

—By James Ball Naylor.

THE TREE-PLANTERS.

Said the squirrel, "I planted
An oak by the wall;
It will grow from an acorn
I had and let fall."

"Just wait," said the robin,
"A beautiful tree
Will come from a cherry
Stone just dropped by me."

"A young apple-tree,
Please allow me to say,
Will spring from a seed
I dropped!" cried the jay.

"A fine chestnut-tree
Will grow from a bur
Which I carried," said the rabbit,
"In my white fluffy fur."

—Youths' Companion.

THE CHESTNUT BARK DISEASE IN MARYLAND.

(From Report of State Forester.)

The investigation made by the State Forester in 1911 to determine the extent of the chestnut bark disease and the amount of damage occasioned showed that it had spread very generally over the northwestern part of the State and was spreading southward and westward. During the past summer, in connection with other work, parts of the same

areas were examined to determine how rapidly the blight had spread during the past two years. In one large tract of approximately 10,000 acres in Cecil county, containing a large per cent of chestnut, where less than 10 per cent of the trees were reported as dead or diseased in 1911, it was found in 1913 on the same area that approximately 90 per cent had been killed or were infected by the chestnut blight. This is indicative of the rapid spread of the disease in the northeastern section of the State.

Another large tract in the Catoclin Mountains in Frederick County, which, in 1911, marked approximately the southern limit of infection, was then found to have only a small per cent of diseased trees, less than 3 per cent. When this same area was examined again during the latter part of 1912 it was found that approximately 50 per cent of the chestnut trees had either been killed or were infected by the blight, and that the infected area had moved much farther south.

In 1911 no indication of the disease was found west of the Blue Ridge Mountains, but in 1913 a few scattered trees infected with the chestnut blight were found in the vicinity of Fairview Mountain along the east front of the Alleghenies. The progress westward has been much slower than southward, but it is nevertheless spreading, and unless there is a decided change in the situation very soon one of our most valuable timber trees will be doomed.

Efforts made by Pennsylvania and other States to stop the spread of this disease have failed, and there appears to be no hope of saving the chestnut by any means that is known, and therefore the main problem today is to utilize the material now dead or diseased to the best advantage before it becomes a total loss. The chestnut blight does not damage the trees for timber, provided they can be used before the natural decay sets in, and under ordinary conditions the wood does not begin to deteriorate seriously for about two years. Where only green trees are accepted, such as for telephone poles and railroad ties, it is necessary to cut the trees after they show infection and before the bark is entirely dead. The State Forester has carried on some investigations in the areas where there are large quantities of blight-killed timber with a view to devising means for close utilization and **developing a market for** the product. These investigations have not reached the point where results can be shown, largely due to a failure to secure satisfactory co-operation on the part of the owners of large quantities of blight-killed material. The investigation has shown, however, that unless this blight-killed material is utilized soon after the death of the trees it will become a total loss to the owners.

TREE GROWING AND CHILD GROWING.

(I. B. Meyers, School of Education, University of Chicago.)

While planting these trees, with a full faith in that what they will yield in later life, in the way of sturdiness of trunk, spread of branch, beauty of foliage and flower, sweetness of fruit, will not be determined by what we are doing for it now, but by what it shall evolve according to its nature out of the raw materials which it finds in soil, moisture, air, under the influence of temperature and sunlight aided by our nurturing care. In this spring time and seed time, with the deadening influences of involution and suppression still fresh in our memories; with a knowledge of how death and decay stalks abroad when growth once ceases; with a chance to get a clearer understanding of conditions for growth than ever before; while performing these tree planting ceremonies, and by so doing exhibiting faith that through growth, through the evolution of every seed and bud, under the softening influence of sunshine, all this lost freshness and gladness will soon again be abroad in the land. At this period, while still strong in the faith, shall not we as teachers of children dedicate ourselves to the work of education by following the example set us by this great natural growth process? Shall we not vow to stop our methods of "cramming" and try out the unfolding process? Shall we not make a vow to cease once for all, this forcing of homeopathic doses of de-naturalized science down the throats of babes; cease believing, in the face of all our past failures, that this will ever educate? Shall we not recognize, once for all, that greatness is not born of science, but science of greatness? Science is growth rendered static. It never evolved or produced anything. It is human *growth* that has evolved, and is still evolving it all. Let us also recognize that it is not by the re-absorption of the old bark and twigs and leaves of last year's plant that our tree will grow, but by working over the raw materials of earth and air and moisture; and that whatever it gets from the work of other plants will be in what other plants did in enriching the soil, rendering the soil stable and conserving moisture; and that what they give of their dead selves will only be accepted after it has become disorganized and gone back to earth and air.

Shall we not treat the children with the same open mindedness as we shall our trees? If our tree, brought from its natural setting, does not continue its vigorous, sturdy growth; if it droops and lags, we will not blame the tree, but we will look to the weather, to the moisture, to the soil, to our methods of treatment, believing that when once conditions are right the tree will do its part, will live true to its inner nature, which is so much older and wiser than we. If crops and cattle do not grow or are spoiled in the growing, we do not blame them; we look to the soil, the weather, the food, for some insidious disease; for some error in our

methods of treatment. Might we not assume the same attitude in the rearing of children, or is child life so common and cheap, so unmarketable that we must see to our crops and live stock first? Or do we believe that this thing which we call mind, and especially child mind, is something so far apart from growth, something implanted, grafted on, and not evolved?

The struggle of our common schools and of our sciences for over a century has been to incorporate the spontaneous activities of the free out-of-door life of children into the school work, and to date they have failed. Might it not be that we have plucked the children from their natural settings and placed them in an atmosphere where warmth and sunshine is not congenial? May it not happen, and have we not already sufficient evidence to show that just as a mild, congenial temperature and a soft diffusion of sunlight is essential to growth in the plant world, so joy and beauty, richness of environment—all of which bring gladness of heart—are the absolute essentials to the bloomage and fruitage of mental growth? I beg to assert that in all of this failure, in all of this waste and destruction of the joys of childhood by our schools there has never been anything standing in the way other than a prejudiced mental attitude in adults. A clinging to old, worn-out idols; the fixed idea that it is knowledge that makes men, instead of a recognition of the fact that it is man that creates knowledge; a recognition that knowledge is the fruitage of mental growth, and that all real literature, poetry, art, music, is the essence of this fruitage, the essence of concrete knowledge. Is it not possible to have a good, joyous time out-of-doors, the only place really fit for a growing child, and at the same time use the products of the contact out of which to evolve this thing we call education? Is it not possible to find some mode of procedure whereby the spontaneous, impulsively generated activities of childhood, and the so-called disciplinary training demanded by society, and the school may be so harmonized that instead of conflict we shall find them working together in harmony, each aiding the other, and each essential to the development of the perfect man?

PEACE DAY.

(Tuesday, May 18, 1915.)

It is suggested that part of the school-day on the above date be devoted to a short program in the interest of the cause of "Universal Peace." Interesting material which may aid in preparing such a program has been collected and printed herewith:

SUGGESTIVE PROGRAM.

Song—"To Thee, O Country".....Eichberg
 Debate—Resolved that the pen is mightier than the sword.
 Song—"Peace"—Melody from Beethoven's Symphony No. 2.
 Recitation.
 Song—"Integer Vitae".....Fleming
 Essay—Our Arbitration Treaties.
 Closing Song—"Peace"—German folk tune.

TO THEE, O COUNTRY.

(Fourth Reader, New Educational Music Course—Ginn.)

To thee, O country, great and free,
 With trusting hearts we cling;
 Our voices tuned by joyous love,
 Thy power and praises sing.
 Upon thy mighty faithful heart
 We lay our burdens down,
 Thou art the only friend
 Who feels their weight without a frown.

For thee we daily work and strive;
 To thee we give our love;
 For thee with fervor deep we pray
 To Him Who dwells above.
 O God, preserve our fatherland,
 Let peace its ruler be,
 And let her happy kingdom stretch
 From north to southmost sea.

THE VERDICT OF CIVILIZATION.

(From the New York Independent.)

Jean Jacques: War is the foulest fiend that ever vomited forth from the mouth of hell.

Thomas Jefferson: I abhor war and view it as the greatest scourge of mankind.

Benjamin Franklin: There never was a good war or a bad peace.

William Lloyd Garrison: My country is the world; my countrymen are all mankind.

Napoleon Bonaparte: The more I study the world the more I am convinced of the inability of force to create anything durable.

Paul on Mars Hill: God hath made of one blood all nations of men for to dwell on all the face of the earth.

Andrew Carnegie: We have abolished slavery from civilized countries—the owning of man by man. The next great step that the world can take is to abolish war—the killing of man by man.

George Washington: My first wish is to see the whole world at peace, and the inhabitants of it as one band of brothers, striving which should most contribute to the happiness of mankind.

Abraham Lincoln: With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive * * * to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Emanuel Kant: The method by which States prosecute their rights cannot under present conditions be a process of law, since no court exists having jurisdiction over them, but only war. But, through war, even if it result in victory, the question of right is not decided.

William Ellery Channing: The doctrine that violence, oppression, inhumanity is an essential element of society is so revolting that, did I believe it, I would say, let society perish, let man and his works be swept away and the earth be abandoned to the brutes. Better that the globe should be tenanted by brutes than by brutalized men.

Robert E. Lee: But what a cruel thing is war, to separate and destroy families and friends, and mar the purest joy and happiness God has granted us in this world; to fill our hearts with hatred instead of love for our neighbors and to devastate the fair face of the beautiful world.

Charles Dickens: There will be the full complement of backs broken in two, of arms twisted wholly off, of men impaled upon their bayonets, of legs smashed up like bits of firewood, of heads sliced open like apples, of other heads crunched into soft jelly by the iron hoofs of horses, of faces trampled out of all likeness to anything human. This is what skulks behind “a splendid charge.” This is what follows, as a matter of course, when our fellows rode at them in style and cut them up famously.

Baroness Von Suttner: What is most astonishing, according to my way of looking at it, is that men should bring each other into such a state—that men who have seen such a sight should not sink down on their knees and swear a passionate oath to make war on war—that if they were princes they do not fling the sword away—or if they are in any position of power they do not from that moment devote their whole action in speech or writing, in thought, teaching or business, to this one end—Lay down your arms.

Victor Hugo: A day will come when the only battlefield will be the market open to commerce and the mind opening to new ideas. A day will come when bullets and bombshells will be replaced by votes, by the universal suffrage of nations, by the venerable arbitration of a great Sovereign Senate, which will be to Europe what the Parliament is to England, what the Diet is to Germany, what the Legislative Assembly is to France. A day will come when a cannon will be exhibited in public museums, just as an instrument of torture is now, and people will be astonished how such a thing could have been. A day will come when these two immense groups, the United States of America and the United States of Europe, shall be seen placed in presence of each other, extending the hand of fellowship across the ocean.

PEACE.

Words by Louise Stickney.

Melody—German Folk Tune.

(Second Reader—N. E. M. C.—Ginn.)

Rejoice and sing, ye Nations,
The age of peace has come;
Now in Brotherhood all peoples,
Have found their life is one.

No more shall hate divide us,
The reign of Love is here;
God, our only King and Ruler,
And Love, His Mandate clear.

One heart, one hope, one purpose,
Uniting great and small,
Justice, truth and loving kindness—
God's law—shall rule us all.

PEACE.

Words by Abbie Farwell Brown.

Music from Beethoven's
Symphony No. 2.

Spirit of Peace bless thou our land
Pass over all thy tender hand.
Brood o'er the earth, brood o'er the wave,
Bless all this people, soothe and save!
Bid passion be still,
Let love have her will,
Our hearts richly fill,
And make all strife to cease.
From city and farm
Keep war's grim alarm,
Preserve us from harm,
O come, beloved Peace!

Spirit of Peace, thou child of love,
Come from thy home in heaven above!
Bless our dear land, from sea to sea,
Gladness and plenty come with thee.
May each fertile field
Rich harvest still yield,
From woe be our shield,
And bid our joys increase.
Bless prairie and plain,
Bless mountain and main,
Then come thou and reign,
O come, beloved Peace!

(4th Reader—N. E. M. C.—Ginn.)

INTEGER VITAE.

From Horace, Ode XXII.

Music, F. F. Fleming.

(Fifth Reader—N. E. M. C.—Ginn.)

He who is noble, kind in thought and action,
Faithful to duty, pure and single hearted,
Needs not a weapon, needs not man to guard him,
Virtue defends him!

What though he wander o'er the burning desert?
What though he journey o'er unfriendly mountain?
Sleeping or waking, though by death surrounded,
Virtue defends him.

AT NAPOLEON'S TOMB.

(From an address on the "The Liberty of Man, Woman and Child.")

"A little while ago I stood by the grave of the old Napoleon—a magnificent tomb of gilt and gold, fit almost for a dead deity—and gazed upon the sarcophagus of black Egyptian marble, where rest at last the ashes of that restless man. I leaned over the balustrade and thought about the career of the greatest soldier of the modern world.

"I saw him walking upon the banks of the Seine, contemplating suicide. I saw him at Toulon. I saw him putting down in the shadow of the Pyramids, I saw him at the head of the army of Italy. I saw him crossing the bridge of Lodi with the tricolor in his hand. I saw him in Egypt in the shadow of the pyramids, I saw him conquer the Alps and mingle the eagles of France with the eagles of the crags. I saw him at Marengo, at Ulm and Austerlitz. I saw him in Russia, where the infantry of the snow and the cavalry of the wild blast scattered his legions like winter's withered leaves. I saw him at Leipzig in defeat and disaster, driven by a million bayonets back upon Paris—clutched like a wild beast—banished to Elba. I saw him escape and retake an empire by the force of his genius. I saw him upon the frightful field of Waterloo, where chance and fate combined to wreck the fortunes of their former King, and I saw him at St. Helena, with his hands crossed behind him, gazing out upon the sad and solemn sea.

"I thought of the orphans and widows he had made, of the tears that had been shed for his glory and of the only woman who ever loved him, pushed from his heart by the cold hand of ambition. And I said I would rather have been a French peasant and worn wooden shoes. I would rather have lived in a hut with a vine growing over the door and the grapes growing purple in the kisses of the autumn sun. I would rather have been that poor peasant with my loving wife by my side, knitting as the day died out of the sky—with my children upon my knees and their arms about me. I would rather have been that man and gone down to the tongueless silence of the dreamless dust than to have been that impersonation of force and murder."

—Robert G. Ingersoll.

THE PERMANENT PRESERVATION OF PEACE.

It is the sincere wish and, so far as depends upon them, the determined intention of the American Government that the peace, so happily restored between the two countries, should be cemented by every suitable measure of conciliation and by that mutual reliance upon good faith, far better adapted to the maintenance of national harmony than the jealous and exasperating defiance of complete armor. The undersigned mentioned to his lordship the incident of an American merchant vessel hav-

ing been fired upon by a British armed vessel upon Lake Erie. The increase of naval armaments on one side upon the Lakes during peace will necessitate the like increase on the other and, besides causing an aggravation of useless expense to both parties, must operate as a continual stimulus of suspicion and of ill-will upon the inhabitants and local authorities of the borders against those of their neighbors.

The moral and political tendency of such a system must be to war and not to peace. The American Government proposes mutually to reduce to the same extent all naval armaments upon those Lakes. The degree to which they shall be reduced is left at the option of Great Britain. The greater the reduction the more acceptable it will be to the President of the United States; and most acceptable of all should it be agreed to maintain on either side during the peace no other force than such as may be necessary for the collection of the revenue. . . . The undersigned may confidently hope that this proposal mutually and equally to disarm upon the American Lakes will be received and entertained in the same spirit in which it was made, as a pledge of intentions sincerely friendly and earnestly bent upon the permanent preservation of peace.—*Extract from John Quincy Adams's letter to Lord Castlereagh, March 21, 1816, containing a reiteration of the proposal for disarmament on the Great Lakes, first made by Mr. Adams, January 25, 1816.*

MARYLAND BRANCH AMERICAN SCHOOL PEACE LEAGUE.

OFFICERS.

(Elected, Annapolis, Md., June 26, 1913.)

President—Thomas H. Lewis.

Vice-Presidents—B. K. Purdum, John E. Edwards, Miss Sarah E. Richmond, Miss Lida Lee Tall and Miss Mary Susan Magruder.

Secretary—Miss Grace Hare.

Treasurer—Miss Minnie L. Davis.

Directors to serve for three years—Thomas C. Bruff, John T. Hirschner and E. F. Buchner.

Directors to serve for two years—Charles T. Wright, Howard C. Hill and W. J. Holloway.

Directors to serve for one year—M. Bates Stephens, Samuel Garner and Clayton Purnell.

PURPOSES.

The Maryland Branch of the American School Peace League was organized at Braddock in 1911, during the meeting of the State Teachers' Association. The purpose of the League is "to promote through the schools and the educational public of America the interests of international justice and fraternity." This object is to be sought especially through the observance of one day in each year as Peace Day in the schools and by means of addresses, recitations and songs, to familiarize the children with the idea of peace as a great national blessing and as an individual duty.

This organization has been cordially endorsed by the State Board of Education of our State, and the Board of Managers of the Maryland Branch confidently solicit co-operation in this interesting and important work.

What we ask definitely is that teachers will set aside an hour or two, as recommended in the Teachers' Year Book to celebrate the cause of peace. This will not only be welcomed by the pupils as a pleasing variety in the school exercises, but it will put the school into sympathetic relation with a nation-wide movement, and give endorsement to a cause that all must approve.

